

Subject: A concern from a Math Teaching Major

From: [REDACTED]

Date: 2/28/2012 9:51 AM

To: Benjamin Allen <ben.allen@uni.edu>

President Allen,

My name is [REDACTED] and I am a senior Math and Physics Teaching double major here at UNI. I am currently in my level three methods courses in Physics and have completed my methods courses in mathematics. I hope you understand that I am not writing this letter with any disrespect meant toward your position here at UNI or the authority you have. I have complete respect for you and the difficult decisions you have had to make. With that being said I hope you will take the time to listen to an apprehension I have with the changes that are going to be made to the teaching program but more specifically to the Math and Science Teaching program.

We are at a point in time where it is evident that our Math and Science Education at the secondary level need to be changed and improved. The professors at UNI have done a great job teaching me about some of those changes that need to be made, including using more discovery-based learning, inquiry-style labs, and implementing more projects and technologies into the mathematics classroom. However what they can teach me while sitting in their classroom stops there. The real learning of how to implement these tools comes when I am able to see it in action, even if on a small scale. Price Lab School gave me the ability to see the pedagogies I am learning about applied to real students. I have also been sent to several schools in Cedar Falls and Waterloo and while I agree that they have wonderful teachers who care deeply about their students' learning, they are teaching their students the exact same way I was taught in high school. By taking away my opportunity to see the methodologies I am learning here at UNI in practice in a classroom setting you are taking away my ability to be the change agent in the math department in my future school district. With Price Lab gone there will be a great disconnect between how I am being taught to teach and how I see real teachers teaching. This will create a generation of Math and Science teachers graduating from UNI who will graduate with the knowledge of new methods but no knowledge of how to implement them into a classroom. We will end up with math and science teachers who are teaching exactly how they were taught in high school. This is not how we revolutionize the future of math and science education.

I am not telling you my concerns with the hopes of getting you to change your mind on your decisions about Price Lab School. I am telling you my concerns so that perhaps you can keep them in mind when you are developing your plan for the changes taking place in the education program at UNI. Simply giving math and science education students more experiences in schools at Cedar Falls and Waterloo will not work; we need a plan that will give

us the experience in a classroom setting where the methodologies we are learning are being practiced with real students. If we are to be the change in math and science education we need to see the change being practiced.

Again, I hope you understand that I am not trying to be disrespectful. I understand that you have more facts on the situation than I do and that you are doing what you believe is best. I do hope that you will take my viewpoint into consideration when making these next steps after closing Price Lab because it is the viewpoint of many other Math and Science Teaching majors.

Thank you for taking the time to read this (rather lengthy) email. I truly appreciate it. I hope you have a great week and that you continue to seek guidance from others as you make these upcoming decisions.

Sincerely,

A black rectangular redaction box covering the signature.

Subject: info. - for Dwight -

From: Brenda Buzynski <brenda.buzynski@uni.edu>

Date: 2/17/2012 1:34 PM

To: "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>

Ben, Gloria, and Dwight --

This is the email - with summary of several PLS documents/information.

I anticipate - requests for several meetings for all of you next week..... Brenda
attachments -

1. 2-pg. vision statement
2. 13 pg. r&d changes and q&a
3. 1 pg. diss. summary re:lab schools and why they can not be sustained
4. 1 pg. UofM - lab school
5. 1 pg. PLS info. - 1950's building etc.
6. 1 pg. Listing of various PLS reports, task forces etc. - date order
7. 5 pgs. PLS 2002 - what transpired
8. 1 pg. Feb. 10 discussion - options

-- Brenda

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Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

—Attachments:—

Visioning RD in future.docx	27 bytes
r&d.changes.QandA.Feb.2012.docx	27 bytes
Dissertation Summary 2.16.12.docx	27 bytes
U of M.doc	27 bytes
Price Lab Information.doc	27 bytes
PLS Reports.2-6-12.xlsx	27 bytes
PLS 2002.2-7-12.xlsx	27 bytes

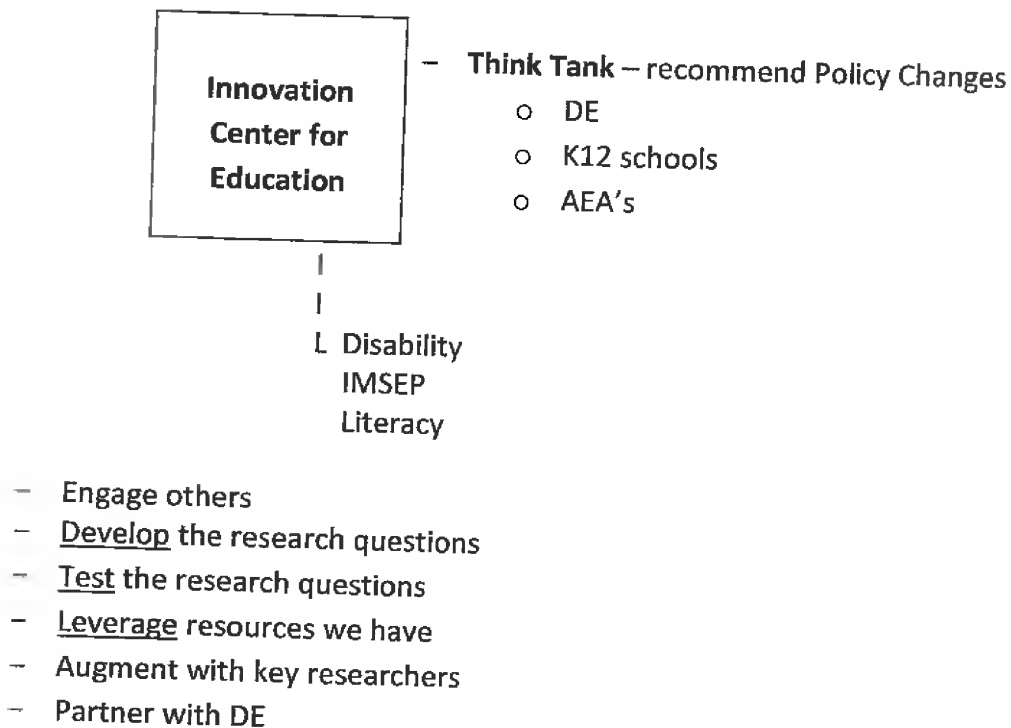
February 10.2012.docx

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2 Key Components:

- Partnerships with K-12's throughout the state
- Virtual partnerships/relationships (via research, dissemination, etc...)

At UNI - we have the responsibility to get the best "thinkers" – we need to leverage obtaining the best thinkers – develop research questions – have a Center of INNOVATION and connect to other Centers at UNI and throughout Iowa (disability, IMSEP, etc.)



*** Advisory Board needs to be engaged early; they help with asking the right research questions.

*** Think Tank to also recommend policy changes – have a policy advocacy group to improve learning throughout the state – DE would look to this THINK TANK as a resource to help drive state policy and have an impact on the STATE and NATION ***

** UNI would build research capacity and:

- Maintain a cadre of faculty and staff
- Carryout the research in a given district in Iowa
- Using satellite classrooms as an arena of practice

- This is new and innovative for Iowa! Is a distributed model using satellite sites!
- Partner via Memos of Understanding with satellite schools
- Cultivate a base of satellite schools
- UNI has suburban, urban, rural education opportunities within 40 mile radius – we would conduct research, test the research and then replicate the new teaching practices as appropriate

Q&A:

Q. Would taking an external person into another school district – would that school district be accepting of a new person?

A. Yes, provided have criteria for schools to participate in the research. For a school to “get to be an innovative site” and conduct innovative research, the school applies to participate.

Example: Alternative School at Linn Mar is working on problem based learning – innovation could be conducted at this school –

Q. Briefly, how does this model differ from the previous model?

A. This model has research conducted at sites throughout Iowa. Research is conducted at PLS.

JG schools could research competency-based approach / instructional approaches, etc. But this is NOT prof. development AND it is NOT supplemental services

- We would build in collaboration with AEA’s, but it depends on the research questions – if related to AEA and can address the AEA’s needs – then use – work with AEA’s
- We would have value-added measures on a statewide bases

Research questions may have:

Dep. Variable is student achievement – we would test a teaching methodology and ask – how does it impact student achievement?

Or could operationalize another DV such as parent involvement and ask the question, does parent involvement impact student achievement?

Malcolm Price Laboratory School

(Approved for construction in **May 1950**)

1) Construction

- A) Construction started soon after plans were approved
- B) Plans didn't go smoothly
 - * Located on top of a high water table
 - * Lawsuits followed due to delays
- C) **Elementary wing completed in 1953 & students began that year**
- D) **High School wing in August 1955**
- E) **Fieldhouse finished in September 1957**
 - * Fire destroys the original Fieldhouse... June 8, 1993
 - * Reconstructed in 1995

2) Purpose of Price Laboratory School

- A) Dwight Curtis stated the school performed 2 major functions:
 - * Provide the best education to children
 - * Offer the best laboratory experience for teachers in training
 - * **"One function should not take precedence over the other."**

3) Threatened Existence

A) 1971

- * Laboratory schools closed across the nation
- * Regents directed UNI to search for alternative plans for accomplishing the objectives of the Price Laboratory School program
- * School Director Ross Nielsen vigorously defended the program

B) 1986

- * Threat came as an amendment by Representative Tom Jochum of Dubuque tacked on to a bill very late in the General Assembly session.
- * Amendment called to close the school in 2 years (1988)
- * Local Rep Marv Diemer said nothing would come of it
- * Stayed open but caused serious questioning of the Lab School and its program

C) 1989

- * Board of Regents employed a company to study the university and remove unnecessary programs. Thus questioning the need of Price Lab
- * A committee reported the strengths of the school and the matter ended there.

D) 2002 "Most Serious"

- * Regents faced budget problems
- * Some believe the proposal to be a confirmed decision
- * **NU Parents quickly formed together to fight by legal means**
- * August 2002 operating budget was **drastically reduced from 4.5M to 2.4M for 03-04**
- * **Tuition raised from \$200 to \$340**

4) OTHER NOTABLE FACTS AND/OR INFORMATION

- A) September 18, 2011 - - - The University of Northern Iowa is asking the Board of Regents next week to approve the official boundary line agreement between Malcolm Price Laboratory School and the Cedar Falls school district. (Source: wcfcourier.com)

I. Discussion:

Options:

- 1) \$1.5 M cut for FY13
- 2) \$1.5 M cut for FY13 AND decouple – r/d from mpl – by CHANGING legis. CODE – spr. 2012 or 2013
- 3) Close school July 1, 2012 – rescind CODE 256G in spr. 2012 (lose mpl and r/d – in the CODE)
- 4) \$1.5 M cut for FY13 AND decouple – r/d from mpl – by CHANGING legis. CODE – spr. 2012 or 2013 AND close school June 30, 2013.

Strategy re: CODE language – 256G

- 1) Amend the language
- 2) Rescind Code 256G

***** Note: Cannot lose the per pupil funding for FY13 – therefore – need to keep CODE 256G.3 (re: R&D school funding) – especially 256G.3.c. – it states open enrollment under section 282.18 applies to the r/d school. (note: don't want any negative impact on our FY13 appropriations request)**

Q. WHEN to change CODE? – we do not want to lose per pupil funding – we need to possibly:

- amend part of CODE 256G – spring 2012 session (just want to remove a portion of 256G.2.4 “school using expanded facilities at the center for early development education, also known as PLS, in CF.”)

Or

Amend part of CODE 256G -- in spring 2013 session

Recommendations:

1. Implement the \$1.5 M budget cut for FY13 for MPLS
2. Work with Pat G. and legislators re: discussing/researching if/when CODE needs to be changed
3. Announce FEB. 20/21 2012 – MPLS will incur a \$1.5 M GF Budget reduction
4. (Eventually will appoint a transition team – to ensure a successful transition to close MPLS.)
5. Reallocate funds for FY13 – to build research capacity.
6. Begin the process to hire a Research Director.
7. Check on Schindler Building plans – ensure plans have space allocated for “building research capacity and outreach”.
8. Our actions – cannot result in losing per pupil funding for FY13.
9. Do not want these decisions to negatively impact our FY13 appropriations request.

Iowa's Research and Development Center for Education Innovation - Watson

The University of Northern Iowa proposes that the Research and Development School Model that was coupled with Malcolm Price Laboratory School become a separate center that focuses on innovation in PK-12 education research and development. This center will be situated within the College of Education and would be connected with pre-service education as well as in-service professional development.

We envision the center as the hub and incubator for innovation research. The center would consist of a cadre of tenured professors that will be placed in collaborative partnership with school districts throughout the state. They will work with their partner districts on research initiatives that enhance students' performance.

These initiatives could be organic based on the needs of the school as well as specified based on the research needs of the state. For example, the center could focus on a state need for generating, piloting, and researching the effectiveness of project-based education in a competency-based teaching and learning environment.

The center would also act as a clearinghouse for innovative pedagogical techniques and curriculum design and development. The center would create a repository of innovative research and practices that PK-12 teachers throughout the state can assess. These innovations would be captured through video vignettes (modeled lessons) as well as lesson plans, unit plans, research papers, and descriptive articles of the scholarship of teaching and learning.

The center would also be the site in which Iowa's schools could seek support for professional development, design of assessment systems, the modeling of best practices, and the showcasing of transformative research.

This component of the center will also centralize the distribution of services of other College of Education centers that have a PK-12 dissemination focus. The other centers that would complement the work of the innovation center would be the Regents' Center for Early Developmental Education; the Center for Disability Studies in Literacy, Language, and Learning; the Freeburg Early Childhood Program; and the Richard O. Jacobson Center for Comprehensive Literacy.

As the center's faculty are distributed across the state, they would serve as placement coordinators of preservice teachers so that the preservice teachers would have a broader arena of practice to complete their clinical requirements.

In summary, the proposed Iowa's Research and Development Center for Education Innovation will:

- Be the clearinghouse for education innovation/
- Conduct transformative research;
- Provide professional development for practicing teachers;
- Broaden the arena of practice for pre-service teachers; and
- Synergize existing services of other active PK-12 centers in the College of Education.

Linda D-Hammond – amplifies what is being done -

Questions and Answers:

Rationale:

1. What is rationale for the decision?
2. Who made the decision?
3. Isn't this part of the University goals?
 - a. To be a leader in Pre-Kindergarten through grade 12?
 - b. How can this position be maintained?

Child Development Center:

1. Will the CDC be relocated?

Facilities:

1. Are the bonds paid off?
2. What will we do with the Facilities?
3. The gym is very new, how will you utilize it?

Administration/Teachers/Staff:

1. Will they have jobs?
- 2.

Enrollment:

1. Sustainability of a viable and growing student body is a concern.

Alumni:

1. What if we fundraised for the funds needed to maintain the school?
2. How much money is needed to keep the school open?

PLS Reports


	Date completed	Name of Report	Topic	By Whom:	To Whom:
1.	10/01/02	Statements of Impact on UNI Teacher Education Program Related to Possible MPLS Scenarios	How PLS will affect our teaching program here	Dr. Rori Carson	Provost
2.	10/08/02	Report on The Department of Teaching – PLS Division	Long-term comprehensive program options for the operation of PLS.	Nadene Davidson, Director, and Dave Smith, Principal	Bill Callahan
3.	10/17/02	Recommendations to the Provost for PLS	Keep k-12 program at PLS through program modification and realignment	William Callahan	Provost
4.	12/11/02	Report of the Professional Development School Committee to the Council on Teacher Education	PDS wants UNI to implement a relationship with Waterloo, Cedar Falls, and other schools	Charles Johnson, and Rick Traw	Provost
5.	Estimated 2007	Professional Development School Pilot Study	How pilot schools work	Dr. John Henning	Provost
6.	Feburary 2007	Reinventing PLS: A Proposal	How to improve education at PLS	Dave Smith, Becky Hawbaker	PLS Task Force
7.	04/11/07	PLS Task Force Report	Study of PLS three missions	Barbara Hetrick, Chair, Jenny Connolly, Sally Frudden, Becky Hawbaker, John Henning, John Johnson, Dewitt Jones, Tony McAdams, Dave Smith, David Stoakes, John Swope	Interim Provost James Lubker
8.	05/14/08	PLS General Fund Original Budget and Fee Income	Budget of PLS 2002 to 2008 **Important Budget Info**	Professional Development School Committee members	President

Laboratory Schools: “sometimes called training schools or campus schools, are affiliated with an institution of higher education. These schools are committed to leadership in the improvement of education through development of innovative ideas in research, curriculum development, clinical experiences, and inservice training in an experimental school environment. They include early childhood schools, elementary schools, middle schools, and high schools, as well as various other grade configurations (i.e., K-6, K-8, P-12 and 9-12)” (page 15).

One major reason why laboratory schools started closing was when they stopped being “seen as research laboratories for innovative practices or practical arms of college teacher education programs” (page 45). Most schools that faced closing “indicated that a perceived financial burden to the parent institution” or created tension to taxpayers. “Three directors indicated that the issue of closure was eliminated by switching to tuition-based enrollment” (page 81). The University Laboratory School at the University of Hawaii “learned early why a laboratory school cannot do many functions well at the same time” (page 88). More reasons for why schools have closed are due “to financial constraints, lack of campus facilities, or disinterest by university faculty and administration” (page 107,108)

PLS 2002

	Date:	Topic:	By Whom:	To Whom:
1.	1/25/02	PLS Study Team and their findings: New directions report. Study proposes three broad initiatives: 1. Expanded and Strengthened Research and Curriculum Development 2. Strengthened Role in Teacher Education 3. Expanded service (outreach) to the state of Iowa: Providing Educational Equity Via Electronic Access, also salaries of faculty in 2002	Thomas J. Switzer, Dean of the College of Education	Dr. Robert D. Koob
2.	2/20/02	4-H Extension Services discussion and moving the high school element. Mostly about the budget of the school and how it can be fixed.	Gregory S. Nichols	Minutes of an electronic meeting of the Board of Regents on February 20, 2002
3.	2/20/02	****Comments about PLS after the board meeting. These questions are based on their intent to send grades 10-12 to the Cedar Falls school district because they are the most expensive parts of the school with athletic, drama, and music programs.	Regents asking President Koob	President Koob
4.	2/21/02	COE/MPLS Follow Up, 8a.m meeting with PLS faculty, press release prepared.	James O'Connor	Dr. Robert D. Koob
5.	2/21/02	Issues Update: COE/MPLS news release and Q&A, a statement is released that they will start the transition beginning in the 2003-2004 school year	James O'Connor	Nadene Davidson, Roger Kueter, and Mary-Sue Bartlett
6.	2/22/02	The Des Moines Register releases an article about PLS cutting three grades.	Clark Kauffman	Public, this is a newspaper article
7.	2/24/02	Reactions by parents about how neither they nor faculty were given any chance to express their feelings, how much of a shock the announcement was, and upset that NU was just a department of UNI and never really a school to the president.	Letter from Parents of grads and current NUHS students	Dr. Robert D. Koob
8.	2/28/02	Messages being sent regarding NU High and how they differ through communication among various media outlets	Board of Regents State of Iowa	
9.	2/28/02	Update on NUHS decisions and the status of these decisions. Talks about conversation with area schools and that they would like it to be completed by January 2003	President Koob	
10.	3/1/02	Failure to communicate permeates NUHS decision. It has said they had revoked it but the process can still occur.	Editorial in Waterloo/Cedar Falls Courier	General public

- | | | | | |
|--|--|--|---|---|
| 11. | 3/18/02 | PLS Parent Teacher Partnership vs. Dean of the College of Education. Parents are asking to appear before the board and filled out a petition for declaratory order | Dutton, Braun, Staack and Hellman
Attorneys at Law | Gregory S. Nichols; Executive Director of the Board of Regents |
| 12. | 3/19/02 | Dean of the COE inviting Waterloo and Cedar Falls Community Schools to nominate two members from each school system to serve as member of the MPLS Professional Development Committee, and one member from each school to serve as a member of the MPLS Student Transition Committee | Aaron Podolefsky, Kay Weller, and Thomas J. Switzer | Dr. Arlis Swartzendruber, Superintendent of Waterloo Community Schools, and Dr. Daniel Smith, Superintendent of Cedar Falls Community Schools |
|  | | | | |
| 14. | Was written by the Board when it was created | Chapter 265 Laboratory Schools and the authority the BOR has. | BOR | |
| 15. | 4/5/02 | A motion introduced at the Council on Teacher Education meeting April 4th 2002 that the president needs to look over. | Thomas J. Switzer, Dean of the College of Education | President Koob, and Aaron Podolefsky, Provost and Vice President for Academic Affairs |
| 16. | 4/8/02 | PLS publicity brought to attention. They need to make the meetings well publicized so everyone can come and share their opinion and views. | Kay Weller | Rori Carson |
| 17. | 4/17/02 | Rebecca Miller sends a letter of support for Ms. Kim Miller. Many students said they have learned more from her than they could ever learn from a textbook. She was of high caliber teaching. | | |
| 18. | 4/17/02 | Marilyn expresses her anger towards PLS and the proposal of closing parts. What made her most angry was when the president said he wasn't sure if the university should have faculty teaching non-college students who aren't paying tuition. | Marilyn Teig | President Koob |
| 19. | 4/18/02 | Professional Development School Committee Charge, this committee will review appropriate literature and research to suggest a design for professional development school. | | |

20.	4/23/02	Inviting Dr. Swope to serve as a member of the Professional Development School Committee, this committee will oversee implementation of a Developmnt school model to link the teacher education program with programs of other school districts, Mary Herring is invited to become a member of the MPLS School Renovation Committee to plan curriculum for a n-9 school. They want the reports by December 2002 so they can make a decision.	Aaron Podolefsky, Kay Weller, and Thomas j. Switzer	Dr. John Swope, Department of English Language and Literature at UNI and Dr. Mary Herring, Department of Curriculum and Instruction in the College of Education at UNI
21.	5/6/02	President Koob requests that the president allow the President of the MPLS Parents and Teachers in Partnership organization be allowed to speak at the May 2002 meeting to hear views of an alternative future.	President Koob	Dr. Owen J. Newlin, President of Board of Regents, State of Iowa
22.	5/6/02	Is frustrated that Uni doesn't offer anything the meet the needs of students comparable to programs provided by U of I, Belin-Blank Center, or ISU, OPPTAG program. He feels PLS has been underutilized and could become the centerpiece if it served students by providing expanded learning opportunities for talented and motivated students	Robert F. Martin, Department of History	President Koob
23.	5/9/02	Tony wants the president to find a way to maintain current operations at PLS/NU. Lists options on the next page.	Tony McAdams	President Koob, & Provost Podolefsky
24.	5/10/02	UNI drops men's and women's tennis, and women's swimming and diving programs like many other schools across the nation because of budget considerations.	UNI Athletic Director	Public, this is a newspaper article
25.	5/10/02	Petiton for declaratory order and request to appear before the board by the MPLS parent Teacher Partnership	Charles Wright, Director	President Koob
26.	5/11/02	Ann Vernon chose PLS for her school conseling site-based training clinic. She was the elecemtary conselor at PLS for 10 years.	Ann Vernon, Professor and Coordinator of Conseling	President Koob
27.	5/13/02	Budget Narrative for May 13th.	Aaron	Eunice
28.	5/13/02	Another copy of the declaratory order and request to appear before the board	PLS parent teacher partnership	Board
29.	5/13/02	Radio stations support will be cut by 250,000 beginning in 2002-2003 by the general budget.	James Lubker, Dean	Douglas Bernier, Director of Broadcasting Services
30.	5/14/02	A list of who will be speaking at the Board meeting, Julie Creeden, PLSPTP V.P., Dr. Jody Stone, PLS faculty, and Frank Thompson, United Faculty representative	Chad A. Swanson	Gregory S. Nichols; Executive Director of the Board of Regents

31.	5/15/02	Official statement saying PLS will remain open as a k-12 school for the 2002-2003 school year. Negotiations are underway regarding future years.	Board of Regents State of Iowa	Public
32.	5/20/02	Board decided it would not issue declaratory orders in this matter in the May 15, 2002 meeting.	Charles Wright, Director of Legal Affairs	Brian L. Gruhn, Gruhn & Blades Law Firm
33.	5/21/02	Faculty of PLS ask that Dr. Roger Kueter be removed from any administrative authority over PLS. Also ask that PLS exist as the Department of Teaching with the Director of PLS as the Department Head, and that the Office of Student Field Experiences exist as a separate entity.	Tenured Faculty of PLS	Provost Podolefsky
34.	5/21/02	In the 2002-2003 school year, PLS will reduce their operating resouces by \$800,000, which is approximately 20%.	Owen J. Newlin	Jean M. Johnson, Sioux City Community Schools, Wilma M. Gajdel, Lovejoy Elementary School, Mary McDade, and Tim and Debi Schmidt
35.	5/22/02	Facts people think the president should consider in regard to the budget. 1. Furloughs and voluntary leaves of absences 2. Shut Downs 3.Travel Expenditures 4. P&S Staff 5. Review current position needs 6. Eliminate "Freebies" 7. Price Lab 8. Program and Center closings		President Koob
36.	6/13/02	These people are requesting that the MPLS be established as a separate administrative unit of the COE	Thomas J. Switzer, Dean of the College of Education	Lyn Countryman, Annette Swann, Rick Vanderwall, Karen Breitbach, Lynn Dykstra, Mary Stichter, James Maltas, Ben Myers, Leonard Upham, Robert Lee, Denise Tallakson, James Swelgert, Lee Weber, Jody Stone, Donald Darrow, Kay Treiber, Dennis Kettner, Paul Waack, Linda Sharp, Lori Smith, Kim Miller, Rick Knivsland, Africa Beckman, Clare Struck
37.	Spring 2002	Total UNI Student Placements at Price Lab School by Content Area/Teacher Load		
38.	7/19/02	PLS Recommendations to the Board. A report on the future of the laboratory shcoool will be received at its November meeting. And the universities report will be due to the Board Office on October 22, 2002	Aaron Podolefsky	Bill Callahan, Interim Dean, College of Education
39.	7/25/02	A grant of \$44,000 to UNI for work-family issues among non-professionals.	Stewart F. Campbell	Dr. Ruth Ratliff
40.	7/28/02	Connie Molbeck states how she leaned most about teaching when she was at her required sessions and PLS. She would not have been able to student teach without this experience.	Connie Hohlfeld Molbeck	President Koob
41.	9/6/02	Kathleen McKenna resigned as President of the PLS PTP, Valerie Turner also resigned as Treasurer of the PLS PTP	Kathleen McKenna, and Valerie Turner	Nadene Davidson, Director of PLS

42.	9/12/02	Kathleen McKenna has not resigned her position at Price Lab. She was seeking advice from a lawyer after stating the parent funds would not be used for legal bills. She is trying to steer clear of Pres. Koob saying "you cease to exist because you can't sue yourself."	Jane Larson	President Koob
43.	9/13/02	Lawyers believe it would be a violation of the agency relationship between UNI and PLS PTP to utilize funds donated to the Lab School for the purpose of financing an action against the university	Judith R. Benson	Kathleen McKenna
44.	9/14/02	Katherine feels the Lab school isn't fulfilling the purpose of providing education for UNI students and also giving them and the professional staff an opportunity for research and that it needs new leadership	Katherine Mitchell	President Koob
45.	9/20/02	Resolution passed by the United Faculty/American Association of University Professors at their Sep. 6th meeting	Dr. Charles Quirk, Director of UF/AAUP	President Koob
46.	9/24/02	Reply to UF/AAUP stating when they should know an outcome, January of 2003	Aaron Podolefsky	Dr. Charles Quirk
47.	9/25/02	President Koob is invited to attend the inaugural PLS Teacher Institute on Friday, October 18, 2002	Nadene Davidson	President Koob
48.	10/1/02	Impact of Proposed PLS Scenarios on the UNI Teacher Education Program	Rori Carson	Interim Dean Callahan
49.	10/1/02	A petition for a special meeting of the Teacher Education Faculty, they would like to discuss openly plans for change at PLS and the budget being reduced by 50%.	Teacher Education Faculty	Chair Marston
50.	10/4/02	President's update on PLS time frame of events		
51.	10/7/02	Special Meeting of Teacher Education Faculty on Monday October 7th to openly discuss changes planned for MLS	Rip Marston	Teacher Education Faculty
52.	10/11/02	Questions and statements of facts regarding PLS, multiple pages of questions and answers.	Julie Creeden, and Maggie Tinsman	Pan Dugdale
53.	10/22/02	Rosalyn feels PLS is a positive force in the neighborhood and elevates stability in the College Hill Neighborhood.	Rosalyn Lorenz, Chair of College Hill Neighborhood Association	President Koob
54.	10/29/02	COE senate voted to accept retaining a k-12 program at PLS. PLS will continue to provide excellent education throughout k-12	Sherry Gable, Chair of College of Education Senate	President Koob
55.	11/1/02	BOR wanted these consultations to be available by November in case the grades of PLS changed. Announced today PLS would continue to stay a k-12 school.	President Koob	Owen J. Newlin

University of Michigan is working w/ Ann Arbor Public Schools to create a Lab School Program

1) The Proposed Program

- **Create a Lab School Program using 2 nearby public schools.**
 - A. Scarlett Middle School
 - B. Mitchell Elementary School
- Both the College and Public Schools are looking to improve their programs
 - A. U of M has a teachers college w/ college students looking for teaching experience & practice
 - (1) Need a place for students to get real world experience
 - (2) Don't want to run a lab school
 - (a) Cost of operation
 - (b) Time consuming
 - B. The Ann Arbor Schools would like more help in the classroom
 - (1) Increase teacher to student ratio, so that students get more one on one time with teachers
 - (2) Don't want to increase the number of full time paid staff
- **The proposed program would create a K-8 campus through a partnership with the U-M School of Education where both the college and the public schools gain something.**
- Program would not only benefit students, but district teachers as well.
- Current teachers will stay, but students for the college will help with class activities, sick/short staff, clubs, sports, etc.

LINKS:

<http://www.annarbor.com/news/education/proposed-lab-schools-program-will-be-presented-to-ann-arbor-parents-at-two-forums-later-this-month/>

<http://www.annarbor.com/news/proposed-lab-schools-program-between-u-m-and-ann-arbor-schools-to-be-developed-in-the-next-year/>

Subject: Fwd: Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/17/2012 2:58 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,
As discussed, I am sending this to you. I did not respond.
Ben

----- Original Message -----

Subject: Price Lab School
Date: Fri, 17 Feb 2012 11:14:43 -0600
From: [REDACTED]
To: ben.allen@uni.edu

Dear Dr. Allen,
I have a very long history with Price Lab. My dad went here and now he's a grip. My uncle went here and now he makes professional movies. My other uncle went here and now he works for the government. My grandpa went here and now he's a teacher right here at UNI. What I'm trying to say is this school is a great school! Every body that goes here turns out to have a great life because it all starts with a good education. What we have here at Price Lab School is a perfect education, so please don't close this perfect life starter!

Sincerely, [REDACTED]

Subject: Fwd: Fwd: The Facts

From: Gloria Gibson <gloria.gibson@uni.edu>

Date: 2/17/2012 11:58 AM

To: Ben Allen <ben.allen@UNI.edu>

CC: Jennifer Yarrow <jennifer.yarrow@uni.edu>, Brenda Buzynski
<Brenda.Buzynski@uni.edu>, Jim O'Connor <james.oconnor@uni.edu>

----- Original Message -----

Subject: The Facts Date: Fri, 17 Feb 2012 10:01:15 -0600

From: Lyn Countryman, Ph.D., NBCT <lyn.countryman@uni.edu>

To: plspublic@uni.edu

Dear PLS Public, Knowing that you all have heard the news you probably have some questions. ***Here ARE the FACTS*** How all of us heard about the announcement from the UNI President is the SAME way you did, through the online news articles. No one here has had conversations with the President or Provost about their announcement. The faculty at MPLS sent a letter to President Allen requesting a conversation about why the ***DIRECTOR's** search ***was not proceeding.** (It has been in the Provost's/President's office since the end of August. The Provost's signature is required for a search to be conducted.) Attached are three attachments FACT Sheet enrollment, budget & legislative action Educational Initiatives for 2011-1012 Informational piece on our Partnership for Comprehensive Literacy Feel free to use this information in your conversations.

— Attached Message Part —

— Attached Message Part —

— Attached Message Part —

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

Inspiring Innovation in Education

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

FACTS
Price Lab School
identified as
Iowa's *Research and Development School*

By Iowa Code 256G.2 Section 4

4. "Research and development school" means a prekindergarten through grade twelve research, development, demonstration, and dissemination school using expanded facilities at the center for early development education, also known as the Price laboratory school, in Cedar Falls.

Enrollment pK-12 for 2011-2012 as of 2/17/12

Elementary = 143

Secondary = 223

Total = 366

Anticipated enrollment 2012-2013 pk-12 = **406 students**

Budget 2011-2012

UNI General Fund Support	\$3,281,001.00
Per pupil dollars on	\$2,047,284.00
k-12 students Oct 1 = 348 x \$5883	
Special Education Dollars	\$108,986.00
Instructional fees (including pre-K tuition)	<u>\$65,867.00</u>
(Includes PreK tuition, Instrument rental, instruction Materials)	
Total	\$5,503,138.00

Anticipated Budget 2012-2013

UNI General Fund Support (8% reduction)	\$3,000,000.00
Per pupil dollars	
K-12 students proposed 386 x 5883	\$2,270,838.00
Special Education Dollars	\$108,986.00
Instructional Fees	<u>\$65,867.00</u>
(Includes PreK tuition, Instrument rental, instruction Materials)	
Total	5,445,691.00

Building Needs

Tuckpointing is main immediate building need - cost \$277,170

Linda Darling-Hammond, a internationally known educator commented on the Malcolm Price Lab School and its R & D mission pointing out that our involvement in teacher training in a model school with master teachers is just what Finland does that is so effective. This helps K-12 students in the State of Iowa because these highly trained teachers stay in the profession longer, impacting more students. Adding the research component provides even a richer resource for Iowa.

Link to Codes

<[http://search.legis.state.ia.us/nxt/gateway.dll/ic/1?f=templates\\$fn=document-frame.htm\\$3.0\\$q=\\$uq=\\$x=\\$up=1](http://search.legis.state.ia.us/nxt/gateway.dll/ic/1?f=templates$fn=document-frame.htm$3.0$q=$uq=$x=$up=1)>.

- * chapter 256G, *Research and Development School*;
- * chapter 265, *Laboratory Schools*; and
- * sections 282.18 (13), (15), and (16), under "Open Enrollment."

MALCOLM PRICE LAB TRANSFORMING TO IOWA'S R & D SCHOOL PARTNERSHIP IN COMPREHENSIVE LITERACY



Malcolm Price Lab's role as the R & D School in implementing the Partnership in Comprehensive Literacy Model (PCL)

The **role of Malcolm Price Lab (MPLS)**, as Iowa's R & D School is to be the **model school** for the **UNI**

Jacobsen Center for

Comprehensive Literacy. As the PCL depends upon visual models for learning, MPLS is a model for other teams to look at as they develop and implement Comprehensive Literacy in their own schools.

The PCL emphasizes several key points:

- Continuous development of teacher expertise through ongoing intensive professional development.
- Continuous collaboration between teachers, and between teachers and administrators.
- A systems approach that integrates assessment, teaching and learning across all grades within a school.

- A powerful Response-to-Intervention (RTI) approach called the **Comprehensive Interventions Model (CIM)**
- Literacy coaching as a key leadership position to guide, facilitate, monitor, and improve the school change process

At Malcolm Price Lab School teachers meet every Wednesday after school for professional development on developing their expertise and their classroom literacy frameworks. One of our early childhood instructors also serves as our Reading Recovery Teachers, an essential ingredient for helping struggling readers. All students K-5 are routinely assessed in their literacy development. One of the most powerful visual data tracking systems is the assessment wall. On this wall a data

card represents every student. Every student is tracked on their literacy development. To see all elementary students move through the data wall each nine weeks, is a powerful motivator for teachers. Teachers assess informally throughout the day, week and year, but never before have we physically tracked all students.

The goals of the Richard O. Jacobson Center for Comprehensive Literacy are: to close the achievement gap between diverse groups, while increasing the literacy proficiency for all, to increase teachers' knowledge and instructional expertise through university supported professional development and to support teacher's collaborative monitoring of student progress and instructional decision-making.

Ten Features of Design Partnership in Comprehensive Literacy

Feature 1: A Framework for Literacy

uses a workshop approach for meeting the needs of all the students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.

Feature 2: Coach and Mentor

uses a coach to demonstrate the classroom workshop model and mentor teachers as they implement this model in their classroom. Nicki McGowan serves as our literacy coach.

Feature 3: Model Classroom

are constructivist settings where teacher meet together to apprentice one another in implementing the literacy framework. Our teachers meet weekly after school on Wednesday to work together supporting others in professional learning communities. We current have model classrooms at 1st/2nd grade & 3rd grade.

Feature 4: High Standards

are based upon state, national, and professional standards that align along the literacy continuum.

Feature 5: Accountability

includes a K-8, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, assessment walls, and school reports.

Feature 6: System Interventions

at K-3 Reading Recovery and small group interventions are the focus, whereas at 4-12 classroom interventions and supplemental group interventions are key.

It has caused me to do a paradigm shift. It has forced me to be more intentional about working for deep comprehension on the part of students. The workshop model allows for differentiation and student ownership of their learning through fostering a reading and writing community.

Julie Creeden - Sixth grade teacher

The professional development with a literacy coach has been priceless in revitalizing our practice. We can celebrate what we've done right in our literature program, and how to build upon this with a new vision and practice.

Amy Lockhardt - Fourth grade teacher

Feature 7: Collaborative Learning Communities

are embedded into the school climate including literacy team meetings, professional learning teams, peer observations, cluster visits, teacher conferences, demonstration lessons and study teams as well as for teacher collaboration.

Feature 8: Well-Designed Literacy Plan

is developed and revised for continuous school improvement with both short & long term goals.

Feature 9: Technology

is used for inquiry-based learning, including electronic discourse, data management & sharing.

Feature 10: Spotighting and Advocacy

are techniques for disseminating information on the model.

On the left:
A picture of our data wall. Each student is identified by a data card. Elementary principal, Jim Stichter and Literacy Coach, Nicki McGowan are shown.

On the right:
A picture of one of our PCL model teachers, Ms. Mary Guenther and two students in her class.



IN EDUCATION

INSPIRING Innovation

Innovation and Research



Malcolm Price Lab School transforming to Iowa's Research & Development School

ONE TO ONE Research

Which computer platform, iPad or MacBook is best suited for learning in various disciplines? What are the advantages and disadvantages of each? Preliminary data & findings on these questions will be available March 2012.

The LEADER in ME Initiative

The effectiveness of systemically implementing the Seven Habits preK-12 in a school is being investigated. Student-engagement, academic achievement and affective gains are being measured.

Competency-Based Education Initiative

Waivers have been registered with the Iowa Department of Education to implement this FY13. Competency-based grading is underway in language arts and mathematics.

Challenge-based Initiative (project-based)

To investigate the potential of challenge-based education the R & D school has been implementing a January term and a May term for the past three years in which students have engaged in challenge-based (project-based) education.



The purpose of this endeavor is to provide schools with an "avenue" into project-based work to engage students.

Healthy Schools Program
BRONZE Award



2011

Sponsored by the Alliance for a Healthier Generation

VISION
IN ACTION
Inclusion Bronze Award

2010

Sponsored by The Association for Supervision and Curriculum Development

Outreach in Education

Reaching **Over 1500**
Iowa teachers

Covering **59%** of Iowa
Counties

Outreach Counties

Adair
Adams
Allamakee
Black Hawk
Boone
Bremer
Buchanan
Buena Vista
Butler
Calhoun
Cass
Cerro Gordo
Cherokee
Chickasaw

Clarke
Clayton
Dallas
Decatur
Delaware
Dickinson
Floyd
Franklin
Grundy
Hancock
Hardin
Harrison
Howard
Jasper
Jefferson

Jehonson
Jones
Keokuk
Lee
Linn
Lucas
Madison
Mahaska
Marion
Marshall
Mills
Monroe
Muscatine
Palo Alto
Polk
Pottawattami

Poweshiek
Scott
Shelby
Tama
Union
Warren
Wayne
Webster
Winnebago
Winnebago
Woodbury
Worth

Innovations in Education - Engaging Students

Community Main Street - MERGE

The advanced speech course was transformed this year to provide students with a real world experience in education. Students worked with Main Street businesses to build professional videos to highlight the business and main street. They learned the following skills through



this interaction: setting up interview/photo times, collaborating with peers and business owners to "tell the story", film direction, framing a photo to communicate, presenting the video to the Main Street Board, editing video and creating voice overs. Business were excited about this collaboration. Videos and an overview of the project can be found at:

<http://www.wix.com/hollyhanna/merge#about-the-project>

Improving Achievement through Comprehensive Literacy

Malcolm Price Lab School - Iowa's Research and Development School is identified as an initial model in Partnerships in Comprehensive Literacy, possible through the Jacobsen Center for Comprehensive Literacy. The goals are to close the achievement gap between diverse groups, increase literacy proficiency for all students, increase teacher's knowledge and instructional expertise in literacy and support teacher's collaborative monitoring of student progress and instructional decision-making. This exciting initiative is embraced by K-8 faculty.

Developing a Digital Library of Professional Practice

The Research and Development School is charged with being a spark and training ground for innovative practices. We have begun to develop digital video repository of educational practice. Currently we have short informative spotlights on: surviving in a technology rich environment, seven habits leadership in assemblies, nutrition in action, and fourth grade mathematics anchor lessons. In addition the Illustrative Mathematics Project through the GATES project will be video-taping mathematics classes at the R&D to demonstrate the **STANDARDS IN PRACTICE**. Iowa Public Television taped a middle school Social Studies class that was using technology to allow students to role play an active participant in the Revolutionary War. ASCD also came and video taped our project-based January Term to demonstrate how to engage students in cognitively rich experiences.

It is the PLAN to PARTNER with districts to share their videos and create "virtual learning communities" to support professional educators around the state.

Student Leadership

Middle School students and High School students developed videos to submit for First Lady Obama's Healthy School Initiatives. These students highlighted our Grassroots Cafe, our school garden and our WHOLE child approach to education. You can find these videos on <http://ireport.cnn.com/docs/DOC-743242>

At the elementary level students plan and lead all elementary assemblies and have taken leadership roles in the classroom.

Ongoing Research

Transfer of Geospatial Technology
from Social Studies to Core Areas
UNI Doctoral Dissertation

Identified and Non-identified-
Gifted Students' Performance and
Self View On Africa Project Work
UNI Doctoral Dissertation

Investigation of Generalizability of
Direct Behavior
UNI Graduate Study

Young Children's Evaluation of
Two Storybook Characters: The
role of a "typical" peer's reason
for associating with a peer on
undesirable characteristic
UNI Graduate Study

Making a Difference through
Connection: The Role of the
Classroom Teachers
UNI Doctoral Dissertation

The Development of Problem
Solving in Infants and Toddlers
UNI Faculty Research

Body Mass Index Training and
Measurement
Department of Health Study

2012

Subject: Fwd: The Facts

From: Michael Hager <michael.hager@uni.edu>

Date: 2/17/2012 2:41 PM

To: Benjamin Allen <ben.allen@uni.edu>, Gloria J Gibson <gloria.gibson@uni.edu>, "Jim O'Connor" <james.oconnor@uni.edu>

CC: Jennifer Yarrow <jennifer.yarrow@uni.edu>, "pat.woelber" <pat.woelber@uni.edu>

Ben, Gloria and Jim:

Below is an email from Lyn Countryman to PLS parents sent this morning.
Michael

----- Forwarded message -----

From: Lyn Countryman, Ph.D., NBCT <lyn.countryman@uni.edu>

Date: Fri, Feb 17, 2012 at 10:01 AM

Subject: The Facts

To: plspublic@uni.edu

Dear PLS Public,

Knowing that you all have heard the news you probably have some questions.

Here ARE the FACTS

How all of us heard about the announcement from the UNI President is the SAME way you did, through the online news articles. No one here has had conversations with the President or Provost about their announcement.

The faculty at MPLS sent a letter to President Allen requesting a conversation about why the **DIRECTOR's search** was not proceeding. (It has been in the Provost's/President's office since the end of August. The Provost's signature is required for a search to be conducted.)

Attached are three attachments

FACT Sheet – enrollment, budget & legislative action

Educational Initiatives for 2011-1012

Informational piece on our Partnership for Comprehensive Literacy

Feel free to use this information in your conversations.

Lyn Countryman, Ph.D.
Interim Director
Malcolm Price Lab School transforming into - Iowa's Research and Development School
University of Northern Iowa
Cedar Falls, Iowa 50613
124A
319-273-2614
Inspiring Innovation in Education

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

UNI Mission

Michael Hager
Vice President for Administration and Financial Services
University of Northern Iowa
122 Lang Hall
Cedar Falls, IA 50614-0003
(319) 273-2382

Attachments:

FACTS2.pdf	27 bytes
2011Initiatives-4.pdf	27 bytes
MPLS Partnership in Comprehensive Literacy.pdf	27 bytes

Subject: Re:

From: Ben Allen <ben.allen@uni.edu>

Date: 2/17/2012 3:39 PM

To: Pat Allen <pallen@uni.edu>

Pat,

Adam is not quite correct on this issue--we need to be doing this anyway--since this does not factor in the cost of a new building (and this does not get at the efficacy of the Price Lab School).

Ben

Pat Allen said the following on 2/17/2012 1:49 PM:

Ben

Did you see Adam Hasselhuhn's facebook note--he is encouraging everyone to write or call their legislators to increase funding for PLS. He is saying this is not Ben Allen's idea it is the fault of the legislature.

Pat

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Re: Fw: Save Quality Teacher Education at UNI: Keep MPLS Open.

From: Ben Allen <ben.allen@uni.edu>

Date: 2/17/2012 3:42 PM

To: ruth.harkin@cox.net

Ruth,

Thanks for sending. Yes, Katie will have a good response. She has been very helpful as we have moved forward with respect to the Lab School issue.

Ben

ruth.harkin@cox.net said the following on 2/17/2012 3:31 PM:

I just saw this after our call. Katie M., I think would have a good response to this. Lots of emotion here without knowing the facts, but that is typical.

Sent via BlackBerry by AT&T

From: Aubrey A Huber <aubreyahuber@gmail.com>

Date: Fri, 17 Feb 2012 13:12:34 -0800

Subject: Save Quality Teacher Education at UNI: Keep MPLS Open.

17 February 2012

Iowa Board of Regents

11260 Aurora Avenue

Urbandale, IA 50322-7905

To the Iowa Board of Regents:

My name is Aubrey A. Huber and I am currently a PhD candidate studying pedagogy at the Southern Illinois University Carbondale. I am a Malcolm Price Laboratory School (MPLS) graduate (2003) as well as a University of Northern Iowa graduate (BA, 2007). I am writing based on recent information about the potential closing of MPLS. As a former College of Education student, doing both my level II, level III, and student teaching at MPLS I am shocked and distressed by the possibility of closing MPLS. If the state of Iowa wants UNI to remain ranked as one of the "Best Midwest Universities" with "exceptional programs such as education," as is posted on your website, the state cannot close MPLS.

If MPLS is eliminated the state will not only lose its premier research and development K-12 institution, known throughout the country, UNI students will also lose the opportunity to work with experienced educators who are able to mentor them as the future educators of our state and nation. Many of the MPLS faculty members are nationally board certified in their areas of expertise in addition to having their MA or PhD. Not only are these teachers exceptional elementary and secondary teachers, they provide unique insight, guidance, and knowledge to their undergraduate and graduate students. In my experience, I received much more time with MPLS teachers to plan, strategize, and discuss teaching, than was possible when working with public school teachers.

UNI administration has suggested that the local public school systems could absorb the pre-service teachers that go through MPLS every year. Though I have worked with many dedicated public school educators, it is not just to ask public school teachers who teach all day, with perhaps only one planning period, to take on teacher education students. We should not be asking public school teachers to further sacrifice their time to learn how to teach and mentor teacher education students. If we ask public school teachers to take on UNI teacher education students, in addition to their own classes, not only will their pupils' education suffer but so will the education of our future Iowa teachers.

If the state cuts MPLS, UNI's College of Education will no longer be a premier choice for future teachers. My decision to become a teacher was greatly influenced by my ability to work with the faculty and students at MPLS, where experiential and rigorous learning is highly valued. Without MPLS I would have chosen to leave the state in search of a like-place. However, as I researched pedagogy and education both for my MA degree, and now my PhD, I am learning very few places like MPLS exist. As a result teacher education students across the country get less and less time learning to teach with experienced educators, which makes many feel ill-prepared and unready when they enter the classroom.

Had it not been for MPLS I would never have become a teacher nor would I be continuing graduate study education and pedagogy. MPLS is a valuable asset to UNI and the state of Iowa. Please help this school remain open and continue the quality education teacher education students can receive at the University of Northern Iowa.

Sincerely,

Aubrey A. Huber
Assistant Director of the Core Curriculum
& PhD Candidate
Southern Illinois University Carbondale

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Fwd: Please Don't Close Our School!

From: Ben Allen <ben.allen@uni.edu>

Date: 2/18/2012 9:31 PM

To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

CC: James O'Connor <James.Oconnor@uni.edu>, Eileen Wixted <ewixted@wpntworld.com>

Brenda,

Not sure our standard response works for the e-mails that I am getting from students at Price Lab School. I noticed some in the list that you sent me on my other e-mail address were from students.

I will send you a few more this evening.

Ben

----- Original Message -----

Subject: Please Don't Close Our School!

Date: Fri, 17 Feb 2012 16:51:42 -0600

From: [REDACTED]

To: ben.allen@uni.edu

Dear Mr. Allen,

I heard from the news that Price Lab is yet again possibly being closed. I hope that like the rest of the cases, the issue gets resolved and our school stays open. We have always considered ourselves a part of UNI, and I wonder why UNI no longer wants us to be part of the community that we all love.

Price lab is home to 73 staff and faculty and 366 students. On top of that, there is also the level 2 students who come in to our classrooms and learn from the best teachers how to be the best teachers. That is a lot of people who will have no source of income, and a lot of students forced to find a different school to go to. Some students live far away, in Waterloo and Janesville, and yet they still wake up early in the morning to come to Price Lab, instead of a closer public school. If Price Lab was not a good place to educate children, then why do these kids come here? They come because there is no other school they'd rather go to.

Of the many reasons students come to Price Lab, one of them is the lunch program. Price Lab has done all we can do encourage healthy lifestyles, and the Grassroots Cafe is the main attraction. The chefs work hard in the kitchen to prepare healthy and tasty meals for the whole school, even some of the teachers. Price Lab has a lower child obesity rate than the other schools in the district. We have physical education five times a week, a garden in the playground, and a swimming pool all to keep us healthy.

Our school has accomplished many things, winning first place in the state

basketball tournament in 2008, receiving the Whole Child award, winning the Pillar Of Character award, and having several Gold Star teachers. My sister and I are competing in the Alpha Kids Trivia competition March 7th. After making all this progress, doesn't it seem like a waste to close the school?

Price Lab may not have the highest standardized test scores, be the healthiest school, win as many awards, or make as much money as other schools, but we feel right at home here.

Sincerely,

A thick, dark horizontal bar used to redact a signature.

Subject: Fwd: Price lab Shutting down
From: Ben Allen <ben.allen@uni.edu>
Date: 2/18/2012 9:59 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

Another one from the sixth grade at Price Lab.

Ben

----- Original Message -----

Subject: Price lab Shutting down
Date: Fri, 17 Feb 2012 10:47:22 -0600
From: [REDACTED]
To: ben.allen@uni.edu

Hello my name is [REDACTED] and I'm a 6th grader at Price Lab and recently my parents informed me that they found out in the news paper that the administration has decided to shut down our school. What I dont understand is I figured out before most of the teachers in our school. I feel that instead of just posting it in the news paper that they should of been informed before it was in the news paper. The thing is we all figured out through the news paper and our director and teachers wern't informed before hand instead they ending up reading it after all of Cedar Falls has seen it. I've been going to Price Lab for 8 years and so have most of my friends but actually they arn't my friends no one here is my friend all of them are my family. Next year when we're still here we are going to have 406 students we currently have 366 students thats 40 more members of our Price Lab family. Next year when we're still here we will get 40 more new faces. Next year when we're still here we will get 40 children that will hopefully enjoy Price Lab as much as I have because Next year Price Lab will still be here.

Sincerely,

[REDACTED]
Malcom Price Lab school student
Iowas Research and Development school

Subject: Kathy McCoy
From: Ben Allen <m1600002@uni.edu>
Date: 2/17/2012 4:57 PM
To: Ben Allen <ben.allen@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

Ben --- in case - you want to personally respond to Kathy! -- Brenda

----- Original Message -----

Subject:Re: A Message from UNI President Ben Allen
Date:Thu, 16 Feb 2012 19:42:41 -0500
From:Kathy <kmccoy310@aol.com>
To:ben-allen@uni-mail.org

Ben,
I soo completly belive in YOU and your decisions I am one of your greatest advocates.
Kathy

Sent from my U.S. Cellular® Android-powered phone

ben-allen@uni-mail.org wrote:

>University of Northern Iowa
>Office of the President

>-----
>February 16, 2012

>
>The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a re
>
>Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to
>
>Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Mu
>
>We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educa
>
>Thank you for your confidence and support.

>
>Sincerely,
>
>Ben Allen

>-----
>Office of the President
>20 Seerley Hall
>University of Northern Iowa
>Cedar Falls, IA 50614

Subject: Re: Walk to President's House
From: Ben Allen <ben.allen@uni.edu>
Date: 2/18/2012 10:28 AM
To: Michael Hager <michael.hager@uni.edu>

Michael,

Thanks. This is of interest if it is an administrator at the Lab School.

Ben

Michael Hager said the following on 2/18/2012 8:24 AM:

A better response would be, I am unable to ascertain the owner of the account.

On Feb 18, 2012 7:46 AM, "Ben Allen" <ben.allen@uni.edu> wrote:

Michael,

Thanks for sharing. Interesting. Pat is scheduled to be out of town so that is good if this becomes a reality.

The one question is: who is in charge of/responsible for the content of Keep Price Lab Open facebook—an administrator, teacher, parent or student?

Ben

Michael Hager said the following on 2/18/2012 7:34 AM:
The following is on the Keep Price Lab Open facebook page:

KPLO Event: Friday, February 24 at 3 pm. Meet at PLS. Walk to the President's House on College & Seerley. Parents, teachers, students and anyone who supports the school should plan on attending. If you like this idea please comment and indicate that you would attend. Reason for the timing of this event: major announcement planned by UNI in regard to PLS on March 1st. Let's get some positive press for our school.

There are a series of comments, one reported from a CDC infant teacher if babies could come, questions from a parent if appropriate for infants from CDC to be on the protest, concerns about violence (I don't interpret it is a real threat though), "children are welcome and

expected to attend this event", assurances that parents would have to pick up their kids in order to attend, etc.

<http://www.facebook.com/#!/KeepPriceLabOpen>

Michael

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Re: Walk to President's House
From: Pat Allen <pallen@uni.edu>
Date: 2/18/2012 9:59 AM
To: Jessica Terri <jea_2000@yahoo.com>
CC: Ben Allen <Ben.Allen@uni.edu>

He will be at the office. I am telling Catherine not to be here so only Stella will be here to observe.

Jessica Terri said the following on 2/18/2012 9:58 AM:

Wow! Is dad going to be home?

Sent from my iPhone

On Feb 18, 2012, at 9:54 AM, Pat Allen <pallen@uni.edu> wrote:

Jess,
Guess I will miss the protest of parents and students surrounding the President's house on Friday.

Love
Mom

----- Original Message -----

Subject: Fwd: Walk to President's House
Date: Sat, 18 Feb 2012 07:37:51 -0600
From: Ben Allen <ben.allen@uni.edu>
Organization: University of Northern Iowa
To: AllenPat <pat.allen@uni.edu>

----- Original Message -----

Subject: Walk to President's House
Date: Sat, 18 Feb 2012 07:34:55 -0600
From: Michael Hager <michael.hager@uni.edu>
To: Benjamin Allen <ben.allen@uni.edu>, Gloria J Gibson <gloria.gibson@uni.edu>, David Zarifis <david.zarifis@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

The following is on the Keep Price Lab Open facebook page:

KPLO Event: Friday, February 24 at 3 pm. Meet at PLS. Walk to the President's House on College & Seerley. Parents, teachers, students and anyone who supports the school should plan on attending. If you like this idea please comment and indicate that you would attend. Reason for the timing of this event: major announcement planned by UNI in regard to PLS on March 1st. Let's get some positive press for our school.

There are a series of comments, one reported from a CDC infant teacher if babies could come, questions from a parent if appropriate for infants from CDC to be on the protest, concerns about violence (I don't interpret it is a real threat though), "children are welcome and expected to attend this event", assurances that parents would have to pick up their kids in order to attend, etc.

<http://www.facebook.com/#!/KeepPriceLabOpen>

Michael

--

Michael Hager
Vice President for Administration and Financial Services
University of Northern Iowa
122 Lang Hall
Cedar Falls, IA 50614-0003
(319) 273-2382

3/2/2012 12:48

Subject: Re: Fwd: Walk to President's House

From: Eileen Wixted <ewixted@wixtedinc.com>

Date: 2/18/2012 12:10 PM

To: Ben Allen <ben.allen@uni.edu>, James O'Connor <James.Oconnor@uni.edu>, Eileen Wixted <ewixted@wixtedinc.com>

Ben - thank you. We will have a plan for your review Monday morning. Any questions I am on my cell 515-240-6115. EW

Thank You,
Eileen Wixted

From: Ben Allen <ben.allen@uni.edu>

Date: Sat, 18 Feb 2012 10:44:26 -0600

To: James O'Connor<James.Oconnor@uni.edu>; Eileen Wixted<ewixted@wpntworld.com>

Subject: Fwd: Walk to President's House

Jim and Eileen,

You might be aware of this possibility but you were not sent the e-mail. You can develop communications strategies to accommodate this possible event.

Ben

----- Original Message -----

Subject: Walk to President's House

Date: Sat, 18 Feb 2012 07:34:55 -0600

From: Michael Hager <michael.hager@uni.edu>

To: Benjamin Allen <ben.allen@uni.edu>, Gloria J Gibson <gloria.gibson@uni.edu>, David Zarifis <david.zarifis@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

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<http://www.facebook.com/#!/KeepPriceLabOpen>

Michael

--

Michael Hager
Vice President for Administration and Financial Services
University of Northern Iowa
122 Lang Hall
Cedar Falls, IA 50614-0003
(319) 273-2382

Subject: PLS

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/18/2012 8:43 PM

To: Ben Allen <ben.allen@uni.edu>

Ben,

I came across this Twitter page --lots of exchanges with Jason Glass about the potential school closing. See

<http://storify.com/courieressig/students-upset-at-possible-price-lab-closure>
if you aren't already aware.

Pat

—

Patricia L. Geadelmann

Special Assistant to the President for Board and Governmental Relations

University of Northern Iowa

20 Seerley Hall

Cedar Falls, IA 50613

Phone: 319-273-6144

Fax: 319-273-6494

Subject: Fwd: Walk to President's House
From: Ben Allen <ben.allen@uni.edu>
Date: 2/18/2012 9:26 PM
To: "Donley, Robert [BOARD]" <bdonley@mail.adp.iastate.edu>

Bob,

FYI.

Ben

----- Original Message -----

Subject: Walk to President's House
Date: Sat, 18 Feb 2012 07:34:55 -0600
From: Michael Hager <michael.hager@uni.edu>
To: Benjamin Allen <ben.allen@uni.edu>, Gloria J Gibson <gloria.gibson@uni.edu>, David Zarifis <david.zarifis@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

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<http://www.facebook.com/#!/KeepPriceLabOpen>

Michael

--

Michael Hager
Vice President for Administration and Financial Services
University of Northern Iowa
122 Lang Hall
Cedar Falls, IA 50614-0003
(319) 273-2382

From: Ben Allen <ben.allen@uni.edu>
Date: 2/18/2012 9:36 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

----- Original Message -----

Date:Fri, 17 Feb 2012 10:42:43 -0600

From: [REDACTED]
To: ben.allen@uni.edu

Hi! my name is [REDACTED] i am a 6th grader at price lab school we are going to fill you inbox because we are very upset!! WE ARE A STRONG SCHOOL AND IT IS A FACT THAT WE WILL BE HERE NEXT YEAR!! LOOK AT THE COURIER AND READ EVERY COMENT AND TELL ME THAT YOUR RILLY GONA BRAKE OUR HARTS!!!!

WE NEED THIS SCHOOL MORE THAN YOU SEE AND WE HELP YOUR STUDENTS BECOME TECHERS IN FACT THERES ONE IN OUR CLASS RIGHT NOW!!!! SHES AOWSOME TO!!! lol HAHAEMAIL ME BACK AND I WILL HAVE A GOOD ANSER!!!!

Subject: Fwd: Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/18/2012 9:36 PM
To: AllenPat <pat.allen@uni.edu>

----- Original Message -----

Subject: Price Lab
Date: Fri, 17 Feb 2012 10:42:22 -0600
From: [REDACTED]
To: Ben.allen@uni.edu

Hi my name is [REDACTED] have been here at price lab for, well, only just this year but I have learned so much and I really enjoy it here to. I am surprised that we found out the same way our teachers and administrators did. I believe that this school has a lot to give to students both from Price Lab and from UNI. This will affect many people in the community. Many people will lose jobs. That affects the whole family. This school has accomplished so much and we can accomplish much more. The kids here all have talent. We are all stunned about how this was told to us. I believe that we will be here next year. Our teachers have assured us we would be here next year. This school deserves to stay!

Sincerely,

[REDACTED]
Malcom Price Laboratory student
Iowa's Research and Development School

Subject: Fwd: decisions
From: Ben Allen <ben.allen@uni.edu>
Date: 2/19/2012 10:32 AM
To: AllenPat <pat.allen@uni.edu>

----- Original Message -----

Subject:decisions
Date:Sun, 19 Feb 2012 09:12:51 -0600
From:Carolyn Martin <carolynmartin@cfu.net>
To:Ben.Allen@uni.edu

Dr. Allen,

I have had a variety of relationships with UNI over the 25 years I have lived in Cedar Falls...an employee, Master's of Arts graduate, parent of a sophomore Art major who is also an RA, athletic supporter and neighbor. It has been fun to watch the growth and changes in the UNI community over the years. I love being part of a University community and enjoying all the perks the university affords our community.

I am sure since your well-written and well-thought letter was published to the community you have received many emails, letters and phone calls with lots of suggestions on "better" ways of ensuring the financial future of the university. I am guessing that many of them convey anger, disappointment, fear and concern for programs that represent these people's passion. This isn't one of those letters.

This letter is to let you know, that although I am not a major stakeholder in what programs or activities are funded or not, I fully support you in the decisions you have to make. Those possibilities that are outlined in your recent communication make a lot of sense and address programs that have been a drain on the university for the whole time I have been in Cedar Falls. I am sure that some of the most passionate responses to your letter have been from parents and faculty that support Malcolm Price Lab School. This isn't one of those letters either. Obviously the school has outlived the usefulness of the physical building and I am guessing the usefulness of the programs that building holds. Research is best carried out in a "field" setting and I don't believe that the Lab School represents the "field" that is being studied.

We are very blessed to be sitting in a community with a fantastic public school system. I would wholly support and encourage a growing partnership between UNI and the Cedar Falls school district. With additional resources provided by the College of Education and the expertise the faculty provide the Cedar Falls district would be an unbeatable force in teacher education and research. The same is true for school districts across the state. There is no

reason why those functions of the College of Education have to be performed in laboratory setting. Especially in a building that is literally falling down around the students. I shudder to think of what the utility costs and upkeep on that building must be costing the university.

I know change is difficult, especially in monuments that have warm and fuzzy feelings to very vocal students and parents. I was a new school parent when they went through the closing of Valley Park elementary and when they demolished the old Cedar Heights and built the new building. Feelings were deep...but it was all for the best. I do not wish that kind of animosity and lobbying on anyone, but I hope that your decisions would be met with the same long term positive feelings those decisions have been met with.

Thank you for taking on this difficult task. No decision that affects people's lives is easy, but I don't think you took this job because it was going to be easy. That said, I am glad you are the one that will be making these decisions. Keep up the good work and know that even though the negative voices may be louder, there are those of us that support and encourage you to make decisions that will reap the biggest benefit for the most involved.

Keep up the good work!

Carolyn Martin

2209 Clay Street

Cedar Falls, Iowa 50613

carolynmartin@cfu.net

Subject: Re: decisions

From: Ben Allen <ben.allen@uni.edu>

Date: 2/19/2012 10:40 AM

To: Carolyn Martin <carolynmartin@cfu.net>

Ms. Martin,

Thank you for taking time to provide such thoughtful comments on some of the issues we are facing at UNI. You captured much of the difficulty in making these types of changes. Change is difficult for most of us. It seems that change is even more difficult for individuals connected to universities and schools.

We are very pleased with the partnership that we have with Cedar Falls school district and the one that we have with the Waterloo school district and the one we have with the Council Bluffs school district in association with the Jacobson Center on Comprehensive Literacy.

Again, thanks for taking the time to share your views on these difficult issues.

Sincerely,

Ben

Carolyn Martin said the following on 2/19/2012 9:12 AM:

Dr. Allen,

I have had a variety of relationships with UNI over the 25 years I have lived in Cedar Falls...an employee, Master's of Arts graduate, parent of a sophomore Art major who is also an RA, athletic supporter and neighbor. It has been fun to watch the growth and changes in the UNI community over the years. I love being part of a University community and enjoying all the perks the university affords our community.

I am sure since your well-written and well-thought letter was published to the community you have received many emails, letters and phone calls with lots of suggestions on "better" ways of ensuring the financial future of the university. I am guessing that many of them convey anger, disappointment, fear and concern for programs that represent these people's passion. This isn't one of those letters.

This letter is to let you know, that although I am not a major stakeholder in what programs or activities are funded or not, I fully support you in the decisions you have to make. Those possibilities that are outlined in your recent communication make a lot of sense and address programs that have been a drain on the university for the whole time

I have been in Cedar Falls. I am sure that some of the most passionate responses to your letter have been from parents and faculty that support Malcolm Price Lab School. This isn't one of those letters either. Obviously the school has outlived the usefulness of the physical building and I am guessing the usefulness of the programs that building holds. Research is best carried out in a "field" setting and I don't believe that the Lab School represents the "field" that is being studied.

We are very blessed to be sitting in a community with a fantastic public school system. I would wholly support and encourage a growing partnership between UNI and the Cedar Falls school district. With additional resources provided by the College of Education and the expertise the faculty provide the Cedar Falls district would be an unbeatable force in teacher education and research. The same is true for school districts across the state. There is no reason why those functions of the College of Education have to be performed in laboratory setting. Especially in a building that is literally falling down around the students. I shudder to think of what the utility costs and upkeep on that building must be costing the university.

I know change is difficult, especially in monuments that have warm and fuzzy feelings to very vocal students and parents. I was a new school parent when they went through the closing of Valley Park elementary and when they demolished the old Cedar Heights and built the new building. Feelings were deep...but it was all for the best. I do not wish that kind of animosity and lobbying on anyone, but I hope that your decisions would be met with the same long term positive feelings those decisions have been met with.

Thank you for taking on this difficult task. No decision that affects people's lives is easy, but I don't think you took this job because it was going to be easy. That said, I am glad you are the one that will be making these decisions. Keep up the good work and know that even though the negative voices may be louder, there are those of us that support and encourage you to make decisions that will reap the biggest benefit for the most involved.

Keep up the good work!
Carolyn Martin
2209 Clay Street
Cedar Falls, Iowa 50613
carolynmartin@cfu.net

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

e: decisions

Phone: 319-273-2566

For deaf or hard of hearing, use Relay 711

Fax: 319-273-6494

Subject: Fwd: The Importance of Price Lab School to UNI
From: Ben Allen <ben.allen@uni.edu>
Date: 2/19/2012 5:42 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond to this one--please do so.

Ben

----- Original Message -----

Subject: The Importance of Price Lab School to UNI
Date: Sun, 19 Feb 2012 15:37:17 -0600
From: [REDACTED]
To: Benjamin Allen <ben.allen@uni.edu>

Dear Mr. Allen,

My name is [REDACTED] and I am a graduate student at the University of Northern Iowa (UNI). I am currently working towards my Master's in Science Education. My graduate course work has allowed me to teach at Malcolm Price Laboratory School (Price Lab School). Through this process, I have been able to work alongside teachers who have Ph.D.'s and Master's degrees (Dr. Jody Stone, Dr. Lyn Countryman, and Laura Walter). This is a unique and life changing opportunity that sets UNI's educational students up for a successful career educating students. If UNI did not have Price Lab School, I feel that this would tremendously affect students' overall satisfaction with their education at UNI. Not only would it affect their satisfaction, they would be less prepared to educate in a 21st century classroom. Price Lab School has adopted the 1-to-1 initiative. No other school in the Cedar Valley has moved forward with this program. One-to-one is the wave of the future; over 100 school districts in Iowa have switched to it. Also, Iowa is quickly becoming a more diverse state. Price Lab School has one of the highest student diversity ratios in the state. The educational students at UNI gain a tremendous amount of experience educating this diverse range of children. If Price Lab School were to shut down; the students at UNI would be losing tremendous opportunities like: working alongside the best educators in Iowa (maybe even the United States); teaching in a diverse environment; and learning how to educate in a 21st century classroom.

Not only would the students at the University of Northern Iowa be losing out, every child in the state would be losing out. 60% of UNI's student body population works in Iowa after graduation. That means that 60% of the teachers that graduate from UNI (the largest provider of teachers in the state) stay in Iowa to educate the future generation. Taking away the amazing opportunity of participating in field experiences at Price Lab School (which every educational student at UNI does) would be robbing the students at UNI and the future students they teach of the proper education they need. The teachers that have graduated from UNI have proven themselves over and over that they are the best educators in the state and maybe the country. They are able to do this because of the valuable lessons they learn through their field experience at Price Lab School. Any individual that is willing to end funding for Price Lab School is hurting the students of UNI, the future students they teach, and the state of Iowa.

[REDACTED]

Subject: Fwd: Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/19/2012 9:28 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

This might take a slightly different response but you can decide.

I did not respond.

Ben

----- Original Message -----

Subject: Price Lab
Date: Fri, 17 Feb 2012 17:36:05 -0800
From: Laurie Denning <ldenning@cfu.net>
To: ben.allen@uni.edu

— Attachments: —

president allen letter.docx

12.7 KB

Dear Dr. Allen,

As a parent of 3 students at Price Lab (2 graduates and 1 - 6th grader), it was rather disheartening to hear of the possible closure of Price Lab school through the local newspaper. Was it done this way because you were indeed afraid of the fight that we as parents would put up? I work in an administrative position and know that decisions are better made when all those affected are consulted or at least a small group is considered a part of the conversation. You consider yourself a professional but how professional do you really think this article was and the way it was delivered to the students, faculty, and parents of Price Lab.

I would like to begin by saying that it is rare to find such a cohesive community in the modern "big city" world and Price Lab School is a HUGE factor in why our community is a living testament of what a community can and should be. Price Lab gives many families an alternative to the big school environment and many more opportunities, which is an added attraction for living in Cedar Falls. I know several families, including myself who would have never located to Cedar Falls had it not been for the Price Lab School.

Price Lab is unique and you would see this if you would walk the hallways and see the happiness, nurturing, caring and creative environment within the walls of this school. Price Lab is an exemplary school versus an "adequate and equitable" school, which many of our kids would be forced to attend.

Not only would problems be created in closing Price Lab for those in attendance, but I see it creating safety and overcrowding issues at the already crowded schools in Cedar Falls. The question I have is why is Cedar Falls not allowing any open enrollment to NU? Is it because it would boost enrollment at NU and this whole closing issue would be a moot point?

We have all heard you say that Price Lab is a drain on UNI's budget but your whole cost savings plan is not proven, but remains mere mathematical projections.

There have been countless National Studies indicating that smaller schools are more conducive to positive student achievement than larger schools. Larger schools tend to de-personalize learning and give little attention to individual student learning needs. Seems to me that is a strong selling point that your admission ambassadors do to sell UNI.

Without equivocation, the closure of Price Lab is clearly a bad decision and one that everyone will live to regret.

I would hope that you would cease and desist from any further action in this matter.

Sincerely,

Laurie and Brent Denning

Subject: Re: Potential Budget Cuts
From: Ben Allen <ben.allen@uni.edu>
Date: 2/19/2012 9:58 PM
To: Jane Nelson <nelsonjm50@hotmail.com>

Ms. Nelson,

Thanks for the thoughtful note. These decisions, soon to be announced, are difficult for those most affected but difficult decisions need to be made for the long-run health of the university.

Thanks for taking time to share your thoughts.

Sincerely,

Ben

Jane Nelson said the following on 2/19/2012 3:33 PM:

Dear President Allen,

This is the first time that I have emailed you regarding matters at the University of Northern Iowa. I have lived in Cedar Falls since 1964 and have received both my B.A. and M.A. degrees at UNI. I recently was made aware of your statements regarding consideration of budget cuts at UNI, to include the possibility that it would impact the Malcolm Price Laboratory School. I wanted to let you know how pleased I am that you have made this part of your consideration as you consider budget options. While I know that there are some that will resist this consideration, there are many, many others in the Cedar Falls community that strongly support closure of the Price Lab School.

Students who currently attend the Price Lab School can easily be absorbed in to school districts in the surrounding areas. The cost to operate and renovate a school facility for approximately 360 students, who already have excellent school options available to them, is ill advised given the current state of funding for the University. The suggestion quoted in the Waterloo Courier regarding implementing a virtual teaching model and partnering with more schools seems much more effective than what is currently done.

I cannot place myself in the shoes of administrators at UNI who must address the very serious issues of how to handle budget cuts. I trust the judgments that you and others will make regarding how this is best handled. I am also aware that closure of Price Lab

requires legislative approval. What I wanted you to know is that I appreciate your willingness to take an unbiased look at an issue that, in my opinion, should have been addressed years ago. I do not believe that closure of Price Lab will diminish in any way the excellence that UNI provides in educational leadership, research and teaching. The role of a laboratory school may have been needed years ago, but now is not the time for duplication of educational services that can be provided in many other capacities throughout the state given technology that is available now.

Should you make a recommendation that would require legislative approval to close or alter the role of Price Lab School, I would be most happy to contact my legislators and indicate my support for such a decision. Your leadership is very appreciated as UNI makes the decisions that are best for providing quality education to the students at the University of Northern Iowa in the most fiscally responsible manner.

Sincerely,

Jane Nelson
1421 Grand Blvd.
Cedar Falls, Iowa 50613
319-268-9098

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Fwd: Potential Budget Cuts
From: Ben Allen <ben.allen@uni.edu>
Date: 2/19/2012 9:59 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did respond to this one.

Ben

----- Original Message -----

Subject: Potential Budget Cuts
Date: Sun, 19 Feb 2012 15:33:30 -0600
From: Jane Nelson <nelsonjm50@hotmail.com>
To: Ben Allen <ben.allen@uni.edu>

Dear President Allen,

This is the first time that I have emailed you regarding matters at the University of Northern Iowa. I have lived in Cedar Falls since 1964 and have received both my B.A. and M.A. degrees at UNI. I recently was made aware of your statements regarding consideration of budget cuts at UNI, to include the possibility that it would impact the Malcolm Price Laboratory School. I wanted to let you know how pleased I am that you have made this part of your consideration as you consider budget options. While I know that there are some that will resist this consideration, there are many, many others in the Cedar Falls community that strongly support closure of the Price Lab School.

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Sincerely,

Jane Nelson
1421 Grand Blvd.
Cedar Falls, Iowa 50613
319-268-9098

Subject: Fwd: Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/19/2012 9:33 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

Another sixth grader.

I did not respond.

Ben

----- Original Message -----

Subject: Price Lab School
Date: Fri, 17 Feb 2012 11:14:43 -0600
From: [REDACTED]
To: ben.allen@uni.edu

Dear Dr. Allen,

I have a very long history with Price Lab. My dad went here and now he's a grip. My uncle went here and now he makes professional movies. My other uncle went here and now he works for the government. My grandpa went here and now he's a teacher right here at UNI. What I'm trying to say is this school is a great school! Every body that goes here turns out to have a great life because it all starts with a good education. What we have here at Price Lab School is a perfect education, so please don't close this perfect life starter!

Sincerely [REDACTED]

Subject: Fwd: Possible closing of the Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/20/2012 1:15 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Possible closing of the Lab School
Date: Mon, 20 Feb 2012 10:38:24 -0600
From: Jane Wilson <jwilson@cfu.net>
To: ben.allen@uni.edu

I strongly disagree with the thought that the mission of the lab school can be given to all the schools in the area and that the results would be the same. The lab school is very unique and the teachers are dedicated (they would have to be, since they could all make better salaries elsewhere). I think that the university would not be the best teacher preparation center in the state without the lab school.

These are tough times and UNI has had to tighten up the budget much more than the other state schools. But the premise that with the cut of the lab school that money will be saved and that the quality of teacher preparation will be the same is flawed.

I do have strong ties to both the lab school and to UNI. I received my masters at UNI and I did student teach at the lab school. I have eight children and they all attended and graduated from the school, pre-k to 12th grade. I have seen first hand what an asset the school and it's teachers are, and I would wish that everyone could have this awesome experience.

I read in the paper this morning that Jason Glass is concerned with online academies and virtual schools. The lab school is a brick and mortar school and why couldn't they fill the need for school districts in the state that need an extra boost, or for home schooled children that need more direction. It is the research and development school of the state and that could be one of its missions also and generate more income for the coffers.

Please re-consider your position and be a strong supporter of teacher preparation and the mission of the lab school and UNI.

Subject: Letter in Support of the Lab School
From: Benjamin Wilson <bwilzen@gmail.com>
Date: 2/19/2012 10:29 PM
To: ben.allen@uni.edu

Dear President Allen,

I am writing to express my support for the Malcolm Price Laboratory School. I started attending PLS as a pre-schooler, and finished as a high school graduate in 2003. The school shaped me into the individual that I have become today, and I feel that to deny students the same experience I had would be a tragedy.

As a student at PLS, I was able to learn not only from award-winning teachers, but I also gained new perspectives from student teachers who frequented our classrooms. This greatly enriched my educational experience, and encouraged me to approach learning in different ways.

The social environment at PLS was very accepting, and I did not feel relegated to a particular social group. Due to the smaller size of the school I was able to participate in a variety of activities (varsity athletics, theater, speech, extracurricular art, french exchange program) that at a larger school I may have been dissuaded from pursuing.

PLS also prepared me for higher education. I went on to the University of Iowa, where I received a B.A. in Cinema, a B.A. in French and a minor in Computer Science in 2007 (cum laude). I then received a M.F.A. in Media Arts from Southern Illinois University Carbondale in 2010 (cum laude) and am now working as a graphic designer in New York City. My success all started with a solid foundation at PLS, a school which my entire family attended (and I now have 4 nieces and 1 nephew who attend).

I recognize that UNI is under severe budget constraints, but I urge you to keep PLS a part of UNI. Don't deny students of this wonderful institution!

Respectfully yours,

Ben Wilson
NUHS Class of 2003

Subject: Fwd: Please Keep the Lab School Open.
From: Ben Allen <ben.allen@uni.edu>
Date: 2/20/2012 9:30 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Please Keep the Lab School Open.
Date: Mon, 20 Feb 2012 09:06:30 -0600
From: Rachel Wilson <rach9625@hotmail.com>
To: <ben.allen@uni.edu>

Dear Mr. Allen,

I was recently alerted that due to severe budget cuts, the future of Price Laboratory School was at stake. The role of the school as Iowa's R & D school is extremely valuable to the university, the state, and to the students the school serves. Closing the school is not something that can be easily undone. I realize that you have very tough decisions to make in order to balance the university budget, but I urge you to keep the Lab School open. This is one asset that the university and the Cedar Falls community should not lose.

Sincerely,

Rachel Wilson-Roussel
NUHS Class of 1995

930 Laurel St.
Broomfield, CO 80020

Subject: Support for Price Lab

From: "Leslie Moore" <lmoore@aea8.k12.ia.us>

Date: 2/20/2012 11:02 AM

To: <ben.allen@uni.edu>

Dear Dr. Allen,

I am writing to express my thankfulness and support for the outreach work of the Price Lab High School Math teachers. This year Megan Balong and colleagues have been providing professional development for over 60 area HS math teachers in our Prairie Lakes AEA (Pocahontas location). Our focus has been on implementing best math practices through the Iowa Core. While our AEA consultants support this learning, the expertise and credibility Price Lab staff bring as researchers AND current classroom teachers is a unique and invaluable resource we hope to draw on again in the future.

While I am sure budget concerns put "everything on the table," I am so hopeful that UNI will see the state-wide benefit of supporting the outreach efforts of Price Lab.

Sincerely,

Leslie

Leslie Moore, Ed.D.

School Improvement Consultant

Prairie Lakes Area Education Agency

(515) 966-5459

lmoore@aea8.k12.ia.us

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Subject: Fwd: Support for Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/20/2012 11:31 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject:Support for Price Lab
Date:Mon, 20 Feb 2012 11:02:17 -0600
From:Leslie Moore <lmoore@aea8.k12.ia.us>
To:<ben.allen@uni.edu>

Dear Dr. Allen,

I am writing to express my thankfulness and support for the outreach work of the Price Lab High School Math teachers. This year Megan Balong and colleagues have been providing professional development for over 60 area HS math teachers in our Prairie Lakes AEA (Pocahontas location). Our focus has been on implementing best math practices through the Iowa Core. While our AEA consultants support this learning, the expertise and credibility Price Lab staff bring as researchers AND current classroom teachers is a unique and invaluable resource we hope to draw on again in the future.

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Leslie

Leslie Moore, Ed.D.
School Improvement Consultant
Prairie Lakes Area Education Agency
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lmoore@aea8.k12.ia.us

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Subject: Fwd: Concise plea for MPLS
From: Ben Allen <ben.allen@uni.edu>
Date: 2/20/2012 12:03 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Concise plea for MPLS
Date: Mon, 20 Feb 2012 11:39:27 -0600
From: Joanna Thompson <joanna.thompson-yezek@uni.edu>
To: Benjamin Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

President Allen, Dean Watson, & Provost Gibson:

I was dismayed to discover through the news media and a small mention in a presidential letter that the continuation of education at Malcolm Price Laboratory School is under review here at UNI. The manner in which the MPLS public discovered this review is unconscionable and reflects poorly on the priorities of UNI. This negligent announcement sent a clear message to the faculty, students, and parents at MPLS that education is no longer a high priority here, nor is communication, compassion, or community.

I would like to plead for the future of MPLS. I don't want to point out the almost overwhelming dedication to learning and caring that exists at MPLS, nor do I want to dwell on the excellent educational opportunities my son receives by taking part in a multicultural laboratory-style learning environment. Instead, I would like to remind you that the educating of educators lies at the very foundation of the University of Northern Iowa. Without the innovation that is the laboratory school, without the opportunities presented to the aspiring teachers within the College of Education, without the unprecedented experiences offered by UNI through the lab school; the small university here in Cedar Falls we all take pride in would have nothing as unique to offer to those young people wishing to become teachers.

Education lies at the heart of this university and removing the laboratory school experience from the College of Education would be a loss not easily suffered. What draws teaching students to UNI? I believe the lab school is one of the largest. This innovative approach to the education of educators is paramount to the continuation of this university. I implore you to redeem the confused priorities of the university by continuing to offer this opportunity, not only for the current and future students at MPLS, but for the future of education in Iowa.

Thank you for your time,
Joanna Thompson-Yezek
MPLS parent, UNI employee, UNI alumna (2nd generation)

--
Joanna Thompson-Yezek
CTLTM Lead Technical Writer
University of Northern Iowa
E. Bartlett Hall 225
Cedar Falls, Iowa 50613
Skype: joanna.thompson-yezek
(319) 273 7361
joanna.thompson-yezek@uni.edu

Re:

Subject: Re:

From: Brenda Buzynski <brenda.buzynski@uni.edu>

Date: 2/20/2012 2:34 PM

To: Ben Allen <ben.allen@uni.edu>

CC: TIMOTHY J MCKENNA <Tim.McKenna@uni.edu>, Jennifer Yarrow
<jennifer.yarrow@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

Ben -- we have a file - with the contents - of this action - taken by Dutton Law Firm (Chad Swanson) (David Dutton)

a bit of recall:

2.21.02 - memo from Switzer - announcing the changes
3.18.22 - memo from Swanson/Dutton - to Greg Nichols - filing a petition for declaratory order and request to appear before the board in the above matter. The MPLS - Parent Teacher Partnership - wanted to personally appear before the Board to address this matter at the earliest convenience.

Petitioner was: MPLS Parent Teacher Partnership

- they stated about 8+ reasons - why the school should not stop offering grades 10-12 (not in alignment with our mission etc.)
- and they asked that the Board take action on thisnot Pres. Koob.
- If you want the documents - just let me know. - Brenda

=====

Ben Allen said the following on 2/19/2012 10:02 PM:

Tim,

The last time there was an attempt to shut down or significantly change the Price Lab School, the Dutton law firm filed some type of suit. What was that all about? Assuming the legislation is passed to disentangle the Price Lab school from the R&D school, are there any meaningful bases left for filing a lawsuit?

Thanks,

Ben

--

Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

3/2/2012 1:02 P

Subject: Re: enrollment - : PDS and Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/20/2012 3:47 PM
To: Brenda Buzynski <brenda.buzynski@uni.edu>
CC: TIMOTHY J MCKENNA <Tim.McKenna@uni.edu>

Brenda,

Thanks.

Ben

Brenda Buzynski said the following on 2/20/2012 2:00 PM:

Ben,

Yes they could grow by 50 in a year -- HOW? -- They would have to incur significant growth from families - that currently reside within the existing PLS boundary line.

Per SF 470 - total enrollment can not exceed 650

open enrollment requests - limited to: 5%/year - of students from CF ... and W'll - over the previous year's enrollment
eg. if 265 from CF -- max. of 13 (5%) more could enroll

total from CFCSD - can not exceed 10% of total district enrollment
eg. if 4,363 x 10% = 436

open enrollment from other sch. districts can not exceed 2% of a school district's previous year's total enrollment
e.g. 700 X 2% = 14

--- At one time, it was thought - that if no substantial increase in enrollment from within the pls boundaryit would take at least 13+ years to reach 600+ enrollment..

- Tim --- if I've misstated this -- pls comment.

Brenda (I would estimate - best case scenario - increase of 13 from CF, 6 from W'lloo, 8 from other sch. districts = 27and then 23 would have to come from residents already residing in the district) -----

Ben Allen said the following on 2/19/2012 9:24 PM:

Brenda and Tim,

Just wanted to be sure if my thinking is right--the Price Lab School could only grow by 50 (as indicated below) if there was a large increase in the number of students attending from within the boundary lines, right? Or is even this constrained? No matter what happens to the Price Lab School, we have to be sure that its growth is within the constraints of the legislative mandate.

Please review this issue.

Thanks,

Ben

----- Original Message -----

Subject:PDS and Lab School

Date:Thu, 16 Feb 2012 20:41:30 -0600

From:Becky Hawbaker <becky.hawbaker@uni.edu>

To:ben.allen@uni.edu, Gloria Gibson <gloria.gibson@uni.edu>, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

CC:Lyn Countryman <Lyn.Countryman@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>, "Melissa L. Heston" <Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>

I was shocked and dismayed to read on the online edition of the Courier that UNI is considering elimination of all or part of Price Lab School and replacing it with virtual and distributed partnerships with other schools and districts.

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development,

and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

- The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

- Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

- As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from

Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

- The support and active involvement of Price Lab School faculty, who clearly understood both the demands of K12 teaching and the need for quality mentoring of preservice teachers built and sustained the UNI PDS. They piloted and helped us build the supervision model for Level 1 and non-PLS Level 2. They created the curriculum for the Mentoring Preservice Teachers courses we offer as low-cost graduate credits through Continuing Ed. They have served as small group discussion leaders for the Level 1 field experience students to add an additional layer of mentoring. They have been an engine of innovation in mentoring practices that I communicate out to our partner schools for the benefit of all. Future improvements to our PDS model depend on future innovations by Price Lab teachers.

- In potentially closing Price Lab, UNI loses all state-foundation aid funding that would have otherwise been generated by educating K-12 students. Price Lab was on track to grow by more than 50 students prior to this announcement, above last year's total. Lessons from 2002 tell us that we will lose more than a 1/3 of total students and all new students with uncertainty from UNI, only now that translates directly into dollars.

I stand ready to advise and assist you and I urge you to recalculate your announced decision regarding Price Lab School in light of its impact on UNI teacher education.

--
Becky Wilson Hawbaker
Director of the Professional Development School (PDS)
Coordinator of Field Experiences
Coordinator of Teacher Education Initiatives at Price Lab School
University of Northern Iowa
office (319) 273-7664
fax (319) 273-6457

--

Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Fwd: Re: Price Laboratory School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/20/2012 7:33 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did respond to this e-mail since he had a fact problem.

Ben

----- Original Message -----

Subject: Re: Price Laboratory School
Date: Mon, 20 Feb 2012 19:32:10 -0600
From: Ben Allen <ben.allen@uni.edu>
Organization: University of Northern Iowa
To: [REDACTED]

Dear [REDACTED]

Thanks for your note. I will add your thoughts to the many that I have received. I am perplexed by your comments about my plan involving the internet and adding three more courses. I have no such plan.


Again, thanks for taking time to express your concerns.

Sincerely,

Ben

[REDACTED] said the following on 2/20/2012 5:46 PM:

> President Allen:
>
> It has come to my attention that you have recently suggested a plan to
> close Price Lab. I, along with many other members of the student
> body, urge you to reconsider your proposition. The University of
> Northern Iowa has been one of the best colleges for future educators
> for quite some time now. One of the largest factors of this success
> is the Level II Field Experience at Price Laboratory. A second and
> third experience, pertaining to literacy, is not only Literacy
> Assessment and Evaluation, but also Remedial Reading. Not all
> students learn over the internet the way that you so boldly suggested.
> I know that I would have never chosen the University of Northern Iowa
> as my college if I was going to be taking so many education classes
> online, and to pour salt on the wound, your plan suggests adding at
> least three more courses to that list.
>

> Last year, in the spring semester of 2011, I gave a speech for Richard
> Jacobson and yourself at Price Lab after he so generously donated 11
> million dollars to the literacy program for a new Reading Recovery
> program. How can you accept this money on behalf of UNI, and then
> turn around and suggest closing one of the key factors to its success?
> I so vividly remember giving the speech, shaking Richard Jacobson's
> hand, as well as yours. That hand shake formed a bond that day. It
> showed me that you are dedicated to the University of Northern Iowa's
> educational program, and determined to create a better society for
> future students across the globe, as many of the university's students
> receive jobs all across the world. Times are tight, and I understand
> that. But at what point do we consider "the right thing to do?"
>
> I walk across campus every single day. Many times, I see new projects
> to repair a 5 foot by five foot piece of concrete that has a one inch
> crack in it. Instead of patching the crack, we waste money on man
> power and supplies to rip the whole piece of concrete out of the
> ground and replace it with a new one. I want to put this in
> perspective for you. A five foot by five foot piece of concrete comes
> to approximately 60 inches per side. 60 by 60 is 3,600. Why waste
> time and money for 1 little inch, when there are approximately 3,600
> total inches of concrete?
>
> This one little suggestion isn't going to save the school. But it is
> the type of suggestion that you need to hear and consider for the sake
> of the whole university. The money that we have thrown away on little
> projects like this could have been put to better use in the school,
> and helped negate some of the upcoming costs, that now threaten the
> existence of Price Lab.
>
> I am sending you this email, and forwarding it to many educators in
> the program. They are more than welcome to ask for feedback from
> their students. Please, for the sake of this program and the students
> at Price Lab, take this email into consideration.
>
> Sincerely,
> 
>
> Senior at the University of Northern Iowa

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

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Date: 2/20/2012 7:33 PM
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From: Ben Allen <ben.allen@uni.edu>
Organization: University of Northern Iowa
To: [REDACTED]

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>
> Sincerely,

> 
> Senior at the University of Northern Iowa

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Malcom Price Lab

From: "Stockton, Charles R" <CRStockton@midamerican.com>

Date: 2/24/2012 1:45 PM

To: "ben.allen@uni.edu" <ben.allen@uni.edu>

Dear President Allen,

I am writing this note after being informed that UNI would like to close the Malcom Price Lab School.

Where I am fully aware of budget constraints that face all Universities, especially state funded ones, I feel this would be detrimental move both to the current students of UNI but future students and the students of the Price Lab School.

UNI prides itself on being one of the top universities in the country for teachers... WHY, would you take away one of the tools that make it so? One of the main reasons our daughter choose UNI.

Kelly is a senior majoring in education, she loves UNI and feels as we do this is a shortsighted, quickfix.

Please do not be so quick to make the quick fix. Keep Malcom Price School open.

Thank you for your time.

Charles & Karen Stockton
Panther Pride !!!!

Charlie Stockton
MidAmerican Energy
Corporate Aircraft Scheduler
515-281-2482 office
515-210-7069 cell
515-287-5340 fax

Early Field Experiences in Teacher Education and the Role of Price Laboratory School

Prepared by Jody Stone, Professor of Teaching & Science Education
Jan. 12, 2007 Updated Feb. 20, 2012

UNI's Early Field Experiences

Early field experiences in teacher education refer to school-based classroom experiences engaged in by teacher education majors prior to student teaching. The State of Iowa requires 50 hours of field experiences be completed prior to student teaching. In addition, 10 of those hours must be completed prior to formal admittance into the teacher education program. Here at UNI, our field experiences are denoted by different levels. Table 1 summarizes the description, hours and typical locations of those field experiences.

Table 1: UNI Field Experience Information

	Field Experience Designation	General Description	Hours per student	Location & approx, number per year in 2011
Early Field Experiences	Level I (observation)	Classroom observation	30 hours	Area public/private schools* (656 students)
	Level II (participation)	Active classroom "participation" and lesson teaching	25 hours	PLS (637 students at PLS)
	Level III (methods)	Active classroom participation and lesson teaching	Varies with major	PLS (782 students from 47 UNI classes at PLS) & Area schools
	Level IV (student teaching)	Active teaching in 2 separate locations	16 weeks	Iowa schools & beyond*

* Note: There are exceptions in that PLS occasionally hosts Level I and Level IV field experience teacher education students.

Research on the Benefits of Early Field Experiences

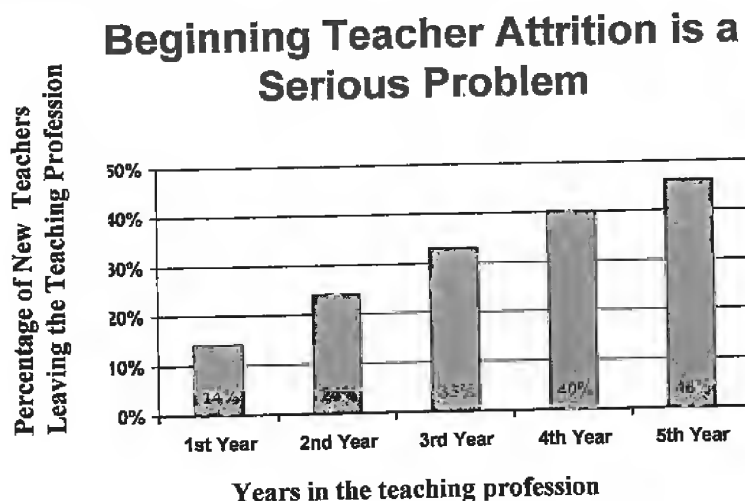
Within the past two decades a number of national reports have stressed the need for major improvements in the preparation of teachers as a foundation for other educational reform efforts. The Carnegie Forum on Education and the Economy (1986), the Holmes Group (1986), the National Commission on Teaching & America's Future (1996), the National Commission on Excellence in Education (1983), Goodlad (1990), Darling-Hammond (1997) and Levine (2006) have all recommended future teachers have more authentic experiences to enable them to cope with the increasing complexity, challenges, and diversity of current schools and classrooms. This call for more field experiences in teacher education presents many challenges that teacher education institutions across the nation are currently striving to address.

Sending teacher candidates to OBSERVE in schools does not result in the type of substantive learning needed to become a successful teacher. Careful guidance and reflection to help candidates focus on critical aspects of classroom teaching and interactions and to help them interpret what they see are necessary for candidates to benefit from field experiences Huling, et al., 1998). According to Huling, in addition to OBSERVING, field experiences must include participation in activities such as tutoring individual and small groups of students, preparing instructional materials, grading student work, and supervising students at assemblies, in hallways, and on field trips.

The National Commission on Teaching and America's Future recognizes the importance of strong clinical practice to develop effective teaching skills. They are supported in this belief by the Carnegie Corporation as they write "Excellent teaching is a clinical skill . . . clinical practice in schools takes place in complex public environments and entails interaction with pupils, colleagues, administrators, families, and communities.... Exemplary teacher education provides for clinical education in a clinical setting." Most public schools are not equipped to provide these types of experiences, as their focus must remain on their K-12 students, not on mentoring teacher education students. Without the integration of knowledge and skills in a well-designed and carefully supervised clinical practice setting, the education and training of a new teacher is incomplete. The lack of clinical skills and experience feeds the high levels of burnout and attrition found among new teachers throughout the country (Allsoop & DeMarie, 2006).

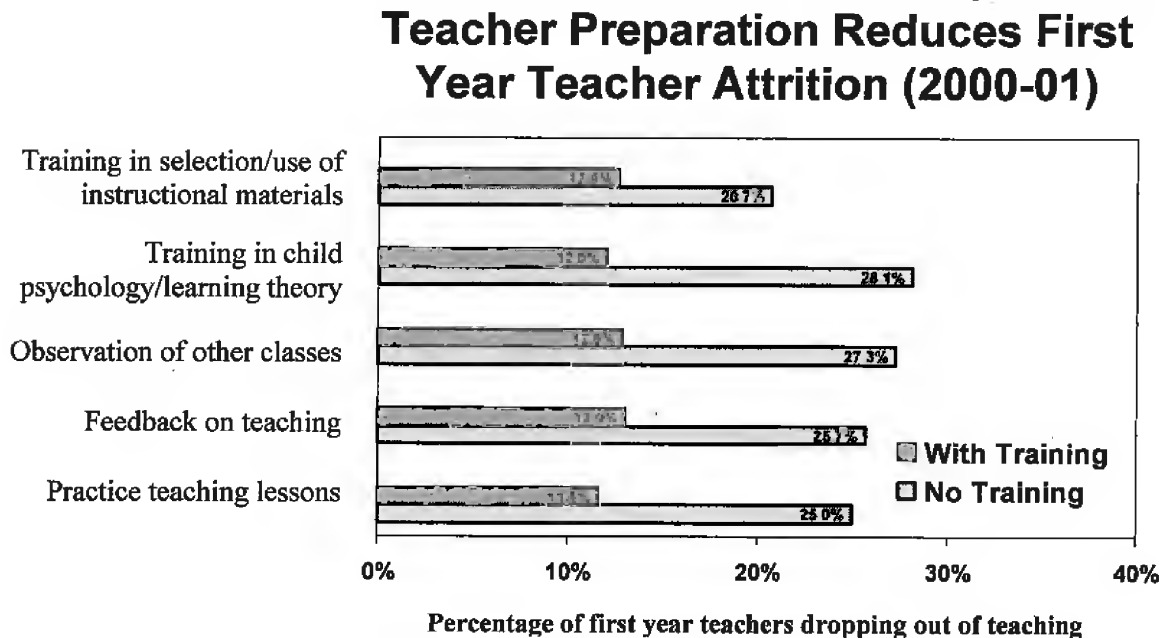
As can be seen in Figure 1, there is a huge drop-out rate for new teachers in their first five years of teaching. There is a relationship between this drop out rate and the quality of the teacher education program, specifically the field experience base of the teacher education program. Figure 2 shows the relationship between participation in various aspects of teacher education training and attrition rate. The last three items in Figure 2

Figure 1: Attrition Rates of New Teachers in the First Five Years of Teaching.



Source: Richard Ingersoll, adapted for NCTAF from "The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription." *NASSP Bulletin* 86 (June 2002): pp. 16-31.

Figure 2: Relationship between Various Components of Teacher Education Programs vs. Teacher Attrition.



Source: Richard Ingersoll University of Pennsylvania, original analysis for NCTAF 2000-01 Teacher Follow-up Survey

all deal directly with experiences provided through field experiences. As can be seen, teacher attrition rates are greatly reduced among teachers who were trained through field-based teacher education programs.

Components of High Quality Early Field Experiences

The ever growing teacher shortage makes it a state and national priority to help ensure that a significantly larger number of new teachers remain in the profession. In addition, UNI has a strong tradition of offering excellent education to students in all majors and a strong obligation to continue to do so. These factors make it essential that UNI continue to not only offer but to improve upon their quality early field experiences.

We can also look to the research and to work by national teacher education organizations to glean those components essential for high quality early field experiences. Supported principles of excellent early field experiences are summarized below.

Essential components of high quality early field experiences include:

1. experiences that are carefully structured to meet specified objectives (Darling-Hammond, 1997),
2. jointly planned experiences involving both the site schools and their higher education partners in the planning process (NCTAF, 2003),
3. experiences that include a range of effective teaching and learning strategies (NCTAF, 2003),
4. experiences that include a diverse population of students in a variety of settings,

5. experiences with cooperating teachers who actively demonstrate quality teaching consistent with the type of learner-centered instruction advocated by most teacher preparation institutions (Huling, 1998),
6. extensive collaboration between PK-12 institutions and their higher education partners (Slick, 1995) (NCTAF, 2003),
7. experiences which allow preservice teacher candidates to spend significant amounts of time actively participating in the classroom,
8. experiences which allow preservice teacher candidates to spend significant amounts of time in conference with the supervising teacher in addition to the time spent in the K-12 classroom (Huling, 1998),
9. experiences which provide a formal mechanism for evaluation and written feedback to the teacher candidate, employing detailed rubrics for evaluation.
10. experiences which provide opportunities for preservice teacher candidates to view and participate in non-classroom aspects of teaching such as parent conferences, hall duty, class meetings, advisory groups, special events, fieldtrips, and team meetings. (NCTAF, 2003) (Allsopp & DeMarie, 2006).

Professional Development Schools as a Vehicle for Providing Early Field Experiences

Many of the points listed above present difficult challenges to most teacher education institutions. **These challenges arise primarily as a result of the extensive collaboration that must occur between the field experience site and the teacher education institution in order to have an effective early field experience program.** Professional Development Schools (PDS), which have collaborative teacher preparation as one of their primary purposes, have been developed to address these same persistent challenges. The paragraphs that follow provide a brief summary of the purpose, challenges and barriers of professional development schools.

PDSs were established primarily to provide clinical settings for teacher candidates in training. When done well, the best PDS sites take an integrated approach to three functions: 1) improving teaching and learning for preK-12 students, 2) providing a field experience site for preservice teachers, and 3) professional development for teachers and administrators (NCTAF, 2003 and Ross et. al, 1999). PDSs are designed to be mutually beneficial to the PDS and its college/university partner. The PDS provides a site for extensive teacher education candidates to have their field experiences and, in doing so, agree to model teaching practices consistent with teaching practices espoused by their university partners. In turn, the university provides the PDS with free professional development, including training of all cooperating teachers as well as faculty-wide training on new trends in education or other areas of need for the public school. The intended result is both improved K-12 student learning and improved field experiences for teacher education students.

However, **only a small percentage of the nation's education schools have committed the resources needed to support PDS programs. Successful PDS placement of teacher candidates requires a reallocation of campus-based funds and significant redesign of faculty roles and responsibilities. Teaching in a PDS requires much more time than on-campus teaching,** yet university faculty often are not appropriately rewarded for this effort. Supervising students in the field or working with K-12 faculty

are even more out of alignment with traditional faculty tenure policies and present significant barriers to the success of PDSs. **Currently the reward systems are not conducive to the success of the PDS nor have adequate resources been devoted to support quality teacher preparation in clinical settings via PDS** (Allsoop & Demarie, 2006). Valli et al. (1997) state that “PDS achievements still fall short of expectations” (p. 252). On the basis of a more inclusive search Abdal-Haqq (1998) asserted that “the majority of PDSs appear to serve primarily as more efficient delivery systems for education teachers who continue to teach traditional subject matter in traditional fashion in traditional schools” (p. 70). The issues of time and cost have not effectively been addressed. Many collaborative alliances between PDSs and their partner universities exist on the periphery of both schools and universities but those PDSs appear to be staffed by volunteers who are not well rewarded for their efforts and collaborative relationships are fragile at best (Abdal-Haqq (1998).

While the establishment of a PDS greatly facilitates the delivery of early field experiences to teacher candidates, it is a highly time- and labor-intensive endeavor that requires ongoing commitment, collaboration, and significant resources to maintain. Below are listed a number of the most significant barriers to successful PDSs as supported by the research.

Barriers to successful PDS include:

- **PDSs have been increasingly unable to provide release time for classroom teachers already burdened with inflexible and overloaded schedules.** Adbul-Haqq (1998) supports this statement when he states (p. 49) “In general, there appears to be either a precarious reliance on purchasing time with grant funds or an apologetic and resigned acceptance that PDSs work is an add-on that requires sacrifices of personal and professional time by school and university teachers.”
- **To engage in the type of activity advocated in the PDS agenda, classroom teachers and teacher educators must make major revisions to their instruction and the manner in which they study the effectiveness of that instruction** (Ross, et al. 1999). To date, this has not occurred in the vast majority of existing PDSs.
- **When initiating PDSs, schools and universities have been naïve about the time required.** They entered PDS collaborations without knowledge about the need to restructure and the time required (Ross, et al. 1999).
- **The reward structure in both K-12 schools and universities/colleges run counter to supportive collaboration.** Teachers need the time and support to work outside of class with teacher education students and to concentrate on improving their instruction so they may better serve as models of excellent instruction, while teacher education faculty need institutional recognition for working with public schools. Both of these factors seem to be lacking in most existing PDSs (Hausfather, 2000).
- **Almost no PDSs have permanent budget allocations within school or university budgets; most are supported with grant funds and flounder when funding lapses** Valli, et al. (1997).

- **The focus of a PDS is designed to be on teacher education, when the reality is that public schools must place their focus on their own K-12 students. This disconnect presents challenges difficult, if not impossible to overcome (Levine, 1997; NCATE, 2001; Ross et al. 1999).**
- Other school professionals are essentially absent from the literature reporting the relationships impact of PDSs on the professional development of the PDS. Addal-Haqq (1998) believes this signifies a persistent problem; that the burden of success in PDS work seems to lie solely and squarely on the shoulders of the K-12 teachers – a statement that describes the reality of PDSs better than one would expect. (Ross, et al., 1999)
- **There is little, if any, evidence that teaching practices, and more importantly, K-12 student achievement has improved as a result of the PDS relationship (Ross et al., 1999).**
- Superintendents, working with their Boards of Education and their principals, will have to rethink and redesign teachers' work in schools if PDS success is to become more than an isolated occurrence. Steps must be taken collaboratively at each university and district level to develop the policies required for structural change (after determining organizational need and instructional capacity) before there can be more than isolated successes. Once institutional commitments are made to provide significant resources and support for structural change, an institutional expectation of success and accompanying accountability can be developed. This requires support and common agreement that includes university presidents, deans and teacher educators, as well as superintendents, principals and public school teachers (Ross, et al, 1999).
- Accomplishing the PDS agenda requires that schools and universities critically examine the core assumptions about the purposes and definitions of work manifested in the organizational structures within both institutions; that is, it needs to alter the fundamental ways in which the organizations are put together. This might require new goals, structures and roles that transform ways of doing things into new ways of solving persistent problems (Ross et al, 1999). **Since both partners in the PDS have different priorities, the critical question arises is whether PDSs can ever hope to be totally effective as they are doomed to never be on the same page.** Colleges cannot impose their own agendas on K-12 schools. Until universities are willing to commit the necessary time and resources to help their partner PDSs improve their instruction, universities cannot expect the PDS to change. **The key to a successful PDS is to have the PDS and their university partner have the same goal. From the teacher education perspective, that goals must be the delivery of a high quality teacher education program.**

Price Laboratory School as PDS

Price Laboratory School (PLS) is already serving in the role of a PDS for UNI's teacher education program. PLS is ideally suited for this purpose for a number of reasons.

- There is no "disconnect" between the purpose of PLS and UNI's teacher education program. The goal of both institutions is to have a high quality teacher education program. One of the stated missions of PLS is teacher education and

all PLS faculty are expected to actively engaged in our teacher education mission.

- The PLS faculty have been hired with the expectation that their primary goal is their involvement with teacher education. This requires that their classroom exemplify excellent teaching and innovation. These commitments are not “voluntary”, as is the case with working with UNI field experience students in our public schools; rather it is an expectation for everyone.
- PLS can respond more quickly, effectively and strategically to the need for change and innovation. We are not bound by the normal rules of schools or by restrictions (and requirements for approval) imposed by governing schools boards of a public school.
- UNI’s teacher education program is not obligated to develop and deliver a professional development program to PLS faculty as is typically the case with PDS. This allows UNI’s teacher education program to enjoy the benefits of a PDS without committing the time and resources generally required of PDSs.
- PLS is on the UNI campus and is conveniently located for easy access by both UNI students and teacher education professors.
- The PLS student population is more diverse than many area placements (other than Waterloo Schools) and offers students a realistic experience working with students of a wide range of abilities and backgrounds.

The research supports early field experiences as critical for teacher retention and success. In an effort to deliver more high quality field experiences, Professional Development Schools have been established in many teacher education programs. PDSs were established to meet three goals: improving teaching and learning for K-12 students, providing a site for high quality field experiences, and providing professional development for the K-12 teachers. However, the reality is that in most cases the only one of these three goals was accomplished; providing a site for field experiences. The benefits to public schools have been minimal. The high stakes pressures operating in public schools as a result of NCLB have forced them to keep their focus on student achievement as measured by standardized tests. The fact that teacher education, institutions and public schools have different priorities severely decreases the chances of PDSs reaching their potential.

Price Laboratory School is already operating as a successful PDS. The mission of PLS is to serve the teacher education program at UNI, yet UNI does not need to devote additional resources to inservicing the PLS faculty, as is required in a regular PDS situation. PLS provides high quality, highly coordinated early field experiences to UNI teacher education students. The collaboration that occurs between PLS and other teacher education faculty help to ensure that the goals of teacher education are being reached.

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Valli, L., Cooper, D. & Frankes, L. (1997). Professional development schools and equity: A critical analysis of rhetoric and research. In M. Apple (Ed.), *Review of research in education* (Vol. 22, pp. 2251-304). Washington D. C. American Educational Research Association.

Subject: Fwd: Fwd: FW: Inquiry #206 912) FW: Keep the Lab School Open

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/24/2012 2:21 PM

To: Dwight.Watson@uni.edu

CC: james o'connor <james.oconnor@uni.edu>, Stacey.Christensen@uni.edu, Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, jeneane.beck@uni.edu, Jane Larson <jane.larson@uni.edu>

Dwight,

Please note below. The Board Office would like to have a uniform response for these ongoing communiques. I believe we need to have some public statements as well that provide reassurance/confidence about the quality of our program going forward, give articles in the press and comments on social media. Should we also have an op ed?

Pat

----- Original Message -----

Subject: Fwd: FW: Inquiry #206 912) FW: Keep the Lab School Open

Date: Fri, 24 Feb 2012 14:09:20 -0600

From: Jane Larson <jane.larson@uni.edu>

To: patricia.geadelmann <patricia.geadelmann@uni.edu>

[if gte mso 9]><xml> <o:shapedefaults v:ext="edit" spidmax="1026" /> </xml><![endif][if gte mso 9]><xml> <o:shapelayout v:ext="edit"> <o:idmap v:ext="edit" data="1" /> </o:shapelayout></xml><![endif] Pat, Marcia and Bob are now asking about these. I checked and we now have about 34 messages. Let me know how to respond.

----- Original Message -----

Subject: FW: Inquiry #206 912) FW: Keep the Lab School Open

Date: Fri, 24 Feb 2012 18:18:51 +0000

From: Brunson, Marcia R [BOARD] <mbruns@iastate.edu>

To: Jane Larson <jane.larson@uni.edu>

Jane, see note below from Bob. Any suggestions on a uniform response?

Marcia R. Brunson
Policy and Operations Officer
Board of Regents, State of Iowa
11250 Aurora Avenue
Urbandale, IA 50322
(515)281-6413 (phone)
(515)281-6420 (fax)
mbruns@iastate.edu
<http://www.regents.iowa.gov>

From: Donley, Robert [BOARD]
Sent: Friday, February 24, 2012 10:09 AM
To: Brunson, Marcia R [BOARD]
Subject: Inquiry #206 912) FW: Keep the Lab School Open

We should develop a uniform response.
Thanks, Bob

From: Laura Christensen [<mailto:lchristensen@cfu.net>]
Sent: Thursday, February 23, 2012 10:09 PM
To: bdonley@iastate.edu
Subject: Keep the Lab School Open

Dear Mr. Donely~

I write in regards to the recent announcements made by UNI President Ben Allen. His proposal to request closing Iowa's Research and Development School is simply unconscionable. Closing the school hurts all Iowans.

While he claims a "changed landscape" in higher education, this is his singular vision and interpretation of that. I understand state funding for higher education is in decline. However, other funding options are available, have been offered, and have been refused by the current UNI administration.

I am concerned about how this will affect not only UNI's reputation as the state's premiere teaching college, but also how this will damage the state of Iowa's commitment to high-quality teacher education. Without the Research and Development School, UNI's mentorship of student teachers is no different from any other university's. Students come to UNI from across the state because they understand the value of having trained professionals mentor them in the classrooms during their field experiences. Closing the Research and Development school damages this crucial aspect of teacher education and forces additional costs onto future teachers in terms of time and transportation to increasingly distant and competitive placement sites.

As the change in name from Price Lab/ NU High to Iowa's Research and Development School indicates, there is also a huge contribution made to the state of Iowa. Practices and techniques developed at the school do, indeed, feed out across the state to other schools, districts, and AEAs, shaping our future generations. In its stead, no plan for teacher education in Iowa has been forwarded. President Allen also previously asked you to take a risk in voting for this change, but now he seeks to withdraw his support for that risk.

I know you can help make the case to other legislators and area leaders about the value of Iowa's Research and Development School. It is an added benefit to the Cedar Valley and to the state, not a competitor as some may attempt to characterize it. Please rally your colleagues as this situation proceeds through the Board of Regents and toward the legislature.

Sincerely,

Laura Christensen
1217 Minnehaha LN
Cedar Falls, IA 50613
NUHS Class of '84

Subject: Malcolm Price Laboratory School
From: Molly McCloskey <mmccloskey@ascd.org>
Date: 2/24/2012 2:40 PM
To: "ben.allen@uni.edu" <ben.allen@uni.edu>

Dear President Allen,

As you are likely aware, ASCD recognized the Malcolm Price Laboratory School as our inaugural *Vision in Action: the ASCD Whole Child Award* winner in March, 2010. *Vision in Action* is the most prestigious award our association presents to a school and reflects an exemplary level of achievement in ensuring that each child in the school is healthy, safe, engaged, supported, and challenged. ASCD is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner and our Whole Child Initiative serves as the centerpiece of our work for our more than 150,000 members worldwide.

As our inaugural award winner, Price Lab has stood as a model for schools worldwide both for its service to its students and families and, perhaps as importantly, for the model of educator preparation it exemplifies. Too often pre-service teachers, counselors, and those in related children and family service programs have limited exposure to high quality, high engagement, high frequency interactions with exceptional teachers and leaders and are relegated to pedantic observations and practice in less than optimal settings. The value of such a pre-service training experience is clearly reflected both in our award recognition of Price Lab and its formal designation by the State of Iowa as the research and development site for the state.

In the two years since bestowing our award, we have shared the Price Lab story and the model it provides to other schools and communities through our publications, our social media outlets, featured presentations at our annual conference and through testimony by Price Lab staff at a congressional hearing in Washington, DC. We have frequently asked the education professionals of Price Lab to serve in a variety of leadership roles for our association and to serve as trusted voices for fellow educators, policymakers, and the media about high quality education for each child. Each time, they have responded at a level that would make all educators proud.

As you consider the future of Price Laboratory School we urge you to reflect on the excellence it represents not only as a school serving children and families, but as a training experience for future educators whose impact will extend far beyond the school, community, and state.

Sincerely,

Judy Seltz
Deputy Executive Director, Constituent Services

Molly McCloskey
Managing Director, Whole Child Programs

Cc: Dr. Gene R. Carter, Executive Director

Judy Seltz · Deputy Executive Director, Constituent Services
1703 N. Beauregard Street · Alexandria, VA 22311-1714
P 703-575-5612 · M 703-798-2136

Molly McCloskey · Managing Director, Whole Child Initiative · ASCD
1703 N. Beauregard Street · Alexandria, VA 22311-1714
P 703-575-5475 · www.ascd.org www.wholechildeducation.org

Subject: Closing of Price Laboratory School

From: [REDACTED]

Date: 2/24/2012 3:29 PM

To: Benjamin Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

I would like to address my concern for a budget cut that has recently been brought to the attention of many students at the University of Northern Iowa. It has resulted in the recommendation of closing of Malcolm Price Laboratory School in Cedar Falls Iowa, a recommendation that will soon be put into action. The closing of the Lab School will affect not only all of the families of the students who attend that school, but also all of the students who plan to be future educators at the University of Northern Iowa.

The benefits of having a Lab School where university students are able to get hands on experience in the classroom are countless. Not only are students able to have a more in depth experience at Price Lab, but they also have the opportunity to apply the approaches and techniques that they have learned at the University with the support of the Price Lab faculty.

The faculties who will be displaced upon the closure of the Lab School are an integral part of the learning experience for educators at UNI. The teachers at Price Lab put forth their every effort to provide the best education possible not only for their students, but also for the hundreds of UNI students who complete their field experience training at the school every year. Their drive for excellence within the classrooms is both motivating and inspiring not only to see, but to have the opportunity to experience firsthand.

As a future educator of the students of Iowa, I know that my attitude and inspiration toward teaching has been greatly influenced by my experience at Price Lab School. I am concerned that future students at the University of Northern Iowa will be deprived of this experience without the existence of Price Lab School. I believe that this will have a negative impact on many of the future educators of Iowa. For the benefit of the students and faculty of the Lab School, the students at the University of Northern Iowa, the Cedar Falls community, and the state of Iowa as a whole, Price Lab School needs to be preserved. Thank you for your time and for taking my concerns into consideration.

Subject: Re: questions on price lab

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/24/2012 4:14 PM

To: Jeneane Beck <jeneane.beck@uni.edu>

CC: Jane Larson <jane.larson@uni.edu>, Ben Allen <ben.allen@uni.edu>

Jeneane,

1. We do not know yet how many positions will be eliminated /retained.
2. We will maintain the Child Development Center and intend to relocate it.
3. The R&d program will be accommodated in existing space.

Pat

Jeneane Beck said the following on 2/23/2012 1:17 PM:

Jane,

Here are some questions I'm being asked about Price Lab. I realize we may not have all of the answers at this time.

House Democratic caucus staff would like to know how many positions at the school will be eliminated and how many, if any faculty, will be retained.

Also Representative Berry would like to know if this at all impacts the Child Development Center on campus.

And Finally, Representative Dolecheck would like to know if there will need to be additional space added on campus to house the R & D program if Price Lab is torn down.

thank you,

Jeneane

--

Jeneane Beck

UNI State Relations Officer

Board of Regents, State of Iowa

11260 Aurora Avenue

Urbandale IA 50322-7905

Cell phone 515-971-2563

--

Patricia L. Geadelmann, Ed.D.

Special Assistant to the President for Board and Governmental Relations

University of Northern Iowa

20 Seerley Hall

Cedar Falls, IA 50614-0705

Phone: 319-273-6144

FAX: 319-273-6494

Subject: RE: Fwd: FW: Inquiry #206 912) FW: Keep the Lab School Open
From: "Dr. Dwight C. Watson" <dwright.watson@uni.edu>
Date: 2/24/2012 5:21 PM
To: "Patricia Geadelmann" <patricia.geadelmann@uni.edu>
CC: "James O'Connor" <james.oconnor@uni.edu>, <Stacey.Christensen@uni.edu>, "Ben Allen" <ben.allen@uni.edu>, "Gloria Gibson" <gloria.gibson@uni.edu>, <jeneane.beck@uni.edu>, "Jane Larson" <jane.larson@uni.edu>

I have been asked to craft some draft statements about the future plans based on partnerships with Waterloo and Cedar Falls. I will craft that and then we can determine if we could expand for further use.

Dr. Dwight C. Watson
Dean, College of Education
University of Northern Iowa

From: Patricia Geadelmann [mailto:patricia.geadelmann@uni.edu]
Sent: Friday, February 24, 2012 2:22 PM
To: Dwight.Watson@uni.edu
Cc: James O'Connor; Stacey.Christensen@uni.edu; Ben Allen; Gloria Gibson; jeneane.beck@uni.edu; Jane Larson
Subject: Fwd: Fwd: FW: Inquiry #206 912) FW: Keep the Lab School Open

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Please note below. The Board Office would like to have a uniform response for these ongoing communiques. I believe we need to have some public statements as well that provide reassurance/confidence about the quality of our program going forward, give articles in the press and comments on social media. Should we also have an op ed?

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Date: Fri, 24 Feb 2012 14:09:20 -0600
From: Jane Larson <jane.larson@uni.edu>
To: patricia.geadelmann <patricia.geadelmann@uni.edu>

[if gte mso 9]><xml> <o:shapedefaults v:ext="edit" spidmax="1026" /> </xml><![endif][if gte mso 9]><xml> <o:shapelayout v:ext="edit"> <o:idmap v:ext="edit" data="1" /> </o:shapelayout></xml><![endif] Pat, Marcia and Bob are now asking about these. I checked and we now have about 34 messages. Let me know how to respond.

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As the change in name from Price Lab/ NU High to Iowa's Research and Development School indicates, there is also a huge contribution made to the state of Iowa. Practices and techniques developed at the school do, indeed, feed out across the state to other schools, districts, and AEAs, shaping our future generations. In its stead, no plan for teacher education in Iowa has been forwarded. President Allen also previously asked you to take a risk in voting for this change, but now he seeks to withdraw his support for that risk.

I know you can help make the case to other legislators and area leaders about the value of Iowa's Research and Development School. It is an added benefit to the Cedar Valley and to the state, not a competitor as some may attempt to characterize it. Please rally your colleagues as this situation proceeds through the Board of Regents and toward the legislature.

Sincerely,

Laura Christensen
1217 Minnehaha LN
Cedar Falls, IA 50613
NUHS Class of '84

Subject: The Future of the Price Lab School

From: [REDACTED]

Date: 2/24/2012 4:56 PM

To: ben.allen@uni.edu

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The faculty who will be displaced upon the closure of the Lab School are an integral part of the learning experience for educators at UNI. The teachers at Price Lab put forth their every effort to provide the best education possible not only for their students, but also for the hundreds of UNI students who complete their field experience training at the school every year. Their drive for excellence within the classrooms is both motivating and inspiring not only to see, but to have the opportunity to experience firsthand.

As a future educator of the students of Iowa, I know that my attitude and inspiration toward teaching has been greatly influenced by my experience at Price Lab School. I am concerned that future students at the University of Northern Iowa will be deprived of this experience without the existence of Price Lab School. I believe that this will have a negative impact on many of the future educators of Iowa. For the benefit of the students and faculty of the Lab School, the students at the University of Northern Iowa, the Cedar Falls community, and the state of Iowa as a whole, Price Lab School needs to be preserved.

UNI has long been known as a college with a strong teacher program. Part of what makes UNI's teacher program so unique and effective is the Price Lab School. Without this added and unique experience, UNI will no longer be as special. It will become a school just like any other. The Price Lab School is what sets us apart from all the other colleges. What will distinguish it now, and draw in students? The Price Lab School is a feature that needs to remain part of UNI. Thank you for your time and for taking my concerns into consideration.

Sincerely, [REDACTED] UNI Senior

Subject: Fwd: Re: TEF Special Meeting

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/24/2012 9:12 PM

To: Ben Allen <ben.allen@uni.edu>, Jane Larson <jane.larson@uni.edu>, jennifer.yarrow@uni.edu, brenda.buzynski@uni.edu, jeneane.beck@uni.edu

fyi

----- Original Message -----

Subject: Re: TEF Special Meeting

Date: Fri, 24 Feb 2012 19:40:46 -0600

From: Becky Hawbaker <becky.hawbaker@uni.edu>

To: Kathryn East <kathryn.east@uni.edu>

CC: TEF-all@uni.edu, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

I vote yes and suggest that the meeting occur prior to Jeff Danielson's announced meeting at the Cedar Falls Community Center, 528 Main Street, this Sunday, February 26th at 4 p.m.

On 2/24/12 7:26 PM, Kathryn East wrote:

As we did not get to finish our business today, this petition is being circulated to call a second emergency TEF meeting to complete our response to the purpose of the original petition: "The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk."

I would also like to suggest a motion to be considered at that meeting:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is

made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year
- the opportunity to provide the Regents additional data

Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for this weekend, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation.

We need 25 signatures to move this forward. I trust that collecting them this way is acceptable. If you are committed to having a voice, please return the signed petition to me. As soon as we have 25 signatures, I will alert Becky.

Katheryn

--
Katheryn East
Associate Professor
Educational Psychology and Foundations
University of Northern Iowa
Cedar Falls, IA 50614-0607
319.273.6789
eastk@uni.edu

As you watch, so are you watched.
Terry Prachett, Unseen Academicals, pg. 301

--

Becky Wilson Hawbaker
Director of the Professional Development School (PDS)
Coordinator of Field Experiences
Coordinator of Teacher Education Initiatives at Price Lab School
University of Northern Iowa
office (319) 273-7664
fax (319) 273-6457

Subject: Price Lab

From: [REDACTED]

Date: 2/24/2012 10:24 PM

To: Benjamin Allen <ben.allen@uni.edu>

Dear President Allen,

I am [REDACTED] I am a freshman Physics Education major and I am sending you an email because my friend that is a business major, [REDACTED], and I thought about a way to keep Price Lab open.

For the College of Business Administration, there is a \$1500 supplemental fee for the professors. We thought that would generate money to UNI. If each education major paid \$1500 extra, we believe that it could generate enough money to keep Price Lab open and help UNI's reputation as an excellent education school and keep the state of Iowa's reputation as a leader in education.

We hope that you will take this in to consideration and look forward to hearing back from you! Thank you for taking time to read this.

Sincerely,

[REDACTED]
[REDACTED]
[REDACTED]
University of Northern Iowa Colleges of Education and Humanities Arts and Sciences
Freshman Secondary Physics education

Subject: Fwd: Fwd: Re: Fwd: Malcolm Price Lab School
From: Patricia Geadelmann <patricia.geadelmann@uni.edu>
Date: 2/24/2012 10:32 PM
To: Ben Allen <ben.allen@uni.edu>

Ben,
fyi

I have attached the MPLS budget data for FY 2011 and FY 2012. Let me know if you have any questions.

Thanks,
Bruce

On Fri, Feb 24, 2012 at 1:18 PM, Jane Larson <jane.larson@uni.edu> wrote:

Bruce, Could you please give us by the end of the day the following information Jeneane is asking about: "data on the budget for MPLS (revenue by source and expenditures) for FY 2011 and FY 2012."

Thanks.

Jane

----- Original Message -----

Subject: Fwd: Malcolm Price Lab School
Date: Fri, 24 Feb 2012 12:50:24 -0600
From: Jeneane Beck <jeneane.beck@uni.edu>
To: Jane Larson <jane.larson@uni.edu>, Patricia Geadelmann
<patricia.geadelmann@uni.edu>

Ladies can you help me with this?

Thank you,
Jeneane

----- Forwarded message -----

From: Madison, Robin [LEGIS]
Date: Friday, February 24, 2012
Subject: Malcolm Price Lab School
To: "jeneane.beck@uni.edu" <jeneane.beck@uni.edu>

Cc: "Friedrich, Jean [BOARD] (jfried@iastate.edu)" <jfried@iastate.edu>

Jeneane,

As you might imagine, I'm getting questions about MPLS, its funding, and the impact of its closure on plans for the Research and Development School. I plan to listen to the livestreaming of the meeting tomorrow. But I'm wondering if you can provide any more detailed information in the meantime. Specifically, data on the budget for MPLS (revenue by source and expenditures) for FY 2011 and FY 2012 would be helpful. Also anything you can provide on the impact to the R&D school would be appreciated.

Robin

Robin Madison

Senior Legislative Analyst

Fiscal Services Division

Legislative Services Agency

State Capitol

Des Moines, IA 50319

515-281-5270

robin.madison@legis.state.ia.us

--

Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

— Attachments: —

R&D School General Fund Budget for FY 11 & FY 12.xlsx

10.3 KB

UNIVERSITY OF NORTHERN IOWA
MPLS School - General Fund Budget
for FY 2011 and FY 2012

Revenue:

	FY 2011	FY 2012
<i>Pre-School Fee</i>	\$ (26,027)	(46,200)
<i>Open Enrollment</i>	(340,312)	(2,094,348)
<i>Tuition from Individuals</i>	(267,840)	(154,992)
<i>Business Concerns - Gifts</i>	(5,000)	0
<i>Rental Eq/Facility, N-Tx</i>	(18,799)	(4,000)
<i>Sales & Services</i>	(7,250)	(27,090)
<i>General Fund Support</i>	(3,231,122)	(3,282,501)
<i>Total Revenue</i>	<u>\$ (3,896,350)</u>	<u>(5,609,131)</u>

Expenditures:

<i>Academic Admin Salaries</i>	\$ 167,575	198,330
<i>Unit Faculty Salaries</i>	1,899,484	2,553,062
<i>P&S Regular Salaries</i>	150,254	308,185
<i>Gnl Svc Clerical Salaries</i>	43,607	91,229
<i>Hourly Technical Wages</i>	50,366	86,292
<i>Hourly Clerical Wages</i>	92,218	95,346
<i>Student/Departmental</i>	5,294	7,000
<i>Fringe Benefits</i>	777,491	1,117,433
<i>Supplies & Svcs</i>	636,952	1,152,254
<i>Expended for Equipment</i>	73,109	0
<i>Total Expenditures</i>	<u>\$ 3,896,350</u>	<u>5,609,131</u>

Subject: greetings from Bombay

From: amy lynn <amartens1212@gmail.com>

Date: 2/24/2012 11:34 PM

To: Ben Allen <ben.allen@uni.edu>

Hi Ben and Pat :)

I have been meaning to write for well over a week now... You guys have been on my mind often. I hope you are both in good health, your kids and grandkids are doing well, and you've been finding time to read, smile, and relax lately.

Megan told me she honored you at Apple Polishers and I was delighted to hear the news- So congrats on your new trophy ;) Really though, it's long overdue and I'm just beside myself that I didn't make sure you were recognized like this through SAA sooner!

Also, of course at this point I've heard about the Price Laboratory recommendation to shut down the school. As much as this news hit me and I have strong emotions and wishes for this school and it's link to UNI, my very first thought when I saw the news was of you and how difficult that had to be to deliver the recommendation. I think you've been meeting with the teachers, with families and students... the bearer of sad news... I do think Price Lab is falling behind educationally but more importantly facility wise... but it is really unfortunate that money really has to be such a physical in your face reality. I'm praying for the people you speak to to listen carefully to your words, remember that it's not your personal wish taht the school closes but that based on the situation UNI is in and has put you in, it's the option we have at the moment to continue to move forward. Anyway.. I'll continue to follow along and listen for updates online.. but just know I'm sending hugs your way and hoping for strength for you in this tough season.

Life in Mumbai is good... We are currently hosting an international technology conference at the American School of Bombay <http://www.asbunplugged.org/>. I presented yesterday- first professional presentation! It went well, I got positive feedback, and networked with a few teachers as a result. After I finish my 240 personal narratives this week for trimester grades I'm going to focus March on Wedding planning :)

Again... Just a note to let you know I'm thinking about you guys and wishing you well from halfway around the world.

Always proud to be a panther-whenever I am :)

-Amy

--

Amy Lynn Martens

Artist.Educator.Explorer

Blessed Beyond Belief

Subject: Fw: Motion

From: patricia.geadelmann@uni.edu

Date: 2/25/2012 7:58 AM

To: "Ben Allen" <ben.allen@uni.edu>, "Jeneane Beck" <jeneane.beck@uni.edu>

Fyi

Pat

Sent on the Sprint® Now Network from my BlackBerry®

-----Original Message-----

From: Becky Hawbaker <becky.hawbaker@uni.edu>

Date: Sat, 25 Feb 2012 07:54:54

To: <TEF-all@uni.edu>

Subject: Motion

In a special meeting on February 24, 2012, the University of Northern Iowa Teacher Education Faculty voted unanimously against supporting President Ben Allen's recent recommendation to close Malcolm Price Laboratory School.

In the petition to call the meeting and in discussion at the meeting itself, strong concerns were raised about the process in which the decision was reached, the lack of transparency and consultation with teacher education governance bodies, the impact of closing of MPLS on UNI's relationships with the area schools and on the quality of the program as a whole, and for the absence of a clear plan to replace the contributions of MPLS by fall semester. The potential benefits and risks of a large-scale PDS model were also discussed.

A vote of no confidence in President Allen was moved but was not taken to a vote (contrary to reports via social media). Time did not allow for full consideration of additional motions to complete the TEF response. A petition is circulating to call for an additional emergency meeting.

Regardless of whether time and circumstance allow for another meeting, I urge TEF members to take an individual stand with decision makers and to continue to be supportive and good to each other.

--

Becky Wilson Hawbaker

Director of the Professional Development School (PDS)

Coordinator of Field Experiences

Coordinator of Teacher Education Initiatives at Price Lab School

University of Northern Iowa

office (319) 273-7664

fax (319) 273-6457

Subject: Fw: TEF Special Meeting Sunday

From: patricia.geadelmann@uni.edu

Date: 2/25/2012 10:33 AM

To: "Ben Allen" <ben.allen@uni.edu>, "Jeneane Beck" <jeneane.beck@uni.edu>

Fyi

Sent on the Sprint® Now Network from my BlackBerry®

From: Becky Hawbaker <becky.hawbaker@uni.edu>

Date: Sat, 25 Feb 2012 09:41:58 -0600

To: <TEF-all@uni.edu>

Subject: TEF Special Meeting Sunday

TEF members have petitioned for a second emergency meeting of the Teacher Education Faculty to complete unfinished business from Friday. I have reserved the large meeting room on the 2nd floor of the Cedar Falls Public Library from 2:30-4:00 for Sunday. The meeting petition included a proposed motion:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year
- the opportunity to provide the Regents additional data

--

Becky Wilson Hawbaker

Director of the Professional Development School (PDS)

Coordinator of Field Experiences

Coordinator of Teacher Education Initiatives at Price Lab School

University of Northern Iowa

office (319) 273-7664

fax (319) 273-6457

Subject: Fwd: TEF Special Meeting

From: "Dwight C. Watson" <dwight.watson@uni.edu>

Date: 2/25/2012 12:59 PM

To: Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Stacey Christensen <stacey.christensen@uni.edu>

FYI

Sent from my iPad

Begin forwarded message:

From: Katheryn East <katheryn.east@uni.edu>

Date: February 24, 2012 7:26:20 PM CST

To: Becky Hawbaker <becky.hawbaker@uni.edu>

Cc: TEF-all@uni.edu, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

Subject: Re: TEF Special Meeting

As we did not get to finish our business today, this petition is being circulated to call a second emergency TEF meeting to complete our response to the purpose of the original petition: "The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk."

I would also like to suggest a motion to be considered at that meeting:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year
- the opportunity to provide the Regents additional data

Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for this weekend, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation.

We need 25 signatures to move this forward. I trust that collecting them this way is acceptable. If you are committed to having a voice, please return the signed petition to me. As soon as we have 25 signatures, I will alert Becky.

Katheryn

--
Katheryn East
Associate Professor
Educational Psychology and Foundations
University of Northern Iowa
Cedar Falls, IA 50614-0607
319.273.6789
eastk@uni.edu

As you watch, so are you watched.
Terry Prachett, Unseen Academicals, pg. 301

Subject: Fwd: Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/25/2012 1:22 PM
To: AllenPat <pat.allen@uni.edu>

----- Original Message -----

Subject:Price Lab
Date:Sat, 25 Feb 2012 10:36:06 -0600
From:Sue Roberts <SueJRoberts@mchsi.com>
To:<ben.allen@uni.edu>

President Allen,
As a person who has lived in Cedar Falls my entire life of 52 years, and who had a mother graduate from Price Lab, I am very proud of your decision and support you 1000% to close Price Lab.

Reasons why I support you:

1. 50 years ago families lived in the neighborhood, in the last 10 years the neighborhood is being re-built with apartments for UNI students not family homes which feed into Price Lab, as a result the student population is a lot smaller.
2. As a result of #1, the district should be larger to support Price Lab, Cedar Falls school will never allow this, and they should not.
3. The building is old and needs to be re-built and we cannot financially support this in today's environment.
4. The parents who want a small school should be sending their children to a private school.
4. All sports should be stopped today at Price Lab, this was tried and the cult of Price Lab parents did not like this.
5. Principal was doing fraud to allow students to come into neighborhood.

Please call if you would like to discuss further. This morning I will be writing all Senators to make sure they have this same memo.

Sue Roberts
1003 Ellen Street
Cedar Falls, IA 50613
319-404-3406

Subject: Lab School
From: Robert Nelson <nelsonrw@cfu.net>
Date: 2/25/2012 1:28 PM
To: ben.allen@uni.edu

President Allen,

I was happy to read that the recommendation has been made by you to close the Lab School. Many have known for years that the cost of maintaining the facility and program is very large for the few students that attend there. Most people are afraid to vocalize this as the supporters of the Lab School are so vocal and confrontive relating to the school remaining. The cost of maintaining the school for 360 K-12 students seems almost silly in light of the current economic conditions that we face.

These 360 K-12 students can be absorbed into the surrounding schools at very little cost. Maintaining the school would only serve the desires of those parents, students, and staff that are affected. The vast majority of the public support your recommendations, though many are afraid to speak out.

I do agree that the mission for UNI to prepare quality teachers would be enhanced by using the public schools of the surrounding area. A great variety of experiences are available in school size, ethnicity, curricula, activities, etc.

I am a retired Cedar Falls High School science teacher. I taught 36 years in Cedar Falls and have been very proud of the opportunities that we provided students. I also am very proud to be an alum of UNI. I love UNI. We are thrilled to be a part of this community with all that UNI offers us. I want UNI to be the very best that it can be. I hope UNI continues to be one of the best teacher education institutions in the US. From my experience I do not see that MPLS is necessary in achieving this. Your ideas for using the surrounding schools in the community and Iowa are more likely to accomplish these goals.

I applaud your courage in making your recommendations. I hope that your vision for teacher education at UNI are achieved. These are tough economic times and some tough decisions must be made.

Robert Nelson
1421 Grand Blvd
Cedar Falls, Iowa
nelsonrw@cfu.net

Subject: UNI

From: Keith Stamp <kstamp50@yahoo.com>

Date: 2/25/2012 3:28 PM

To: "ben.allen@uni.edu" <ben.allen@uni.edu>

Dear President Allen:

I am a proud alumnus of UNI earning bachelor's master's and doctorate degrees. I am particularly impressed with the quality of education at UNI. I have served as a high school social studies teacher, high school principal and currently as an administrator at Grant Wood AEA. I am writing to express my perceptions, concerns, and opposition with my understanding of the proposed elimination of the Price Lab School.

I realize that the possibility exists that some of my perceptions may not include all of the information available but I wish to share my perceptions.

Initially UNI has a long tradition of excellence of providing teacher education candidates a blend of research, theory, and practical exposure to teaching. The Lab School provides students important early experiences to observe and begin some early opportunities to guide student learning with the supervision of a professional. I am convinced that the multiple exposures early in the teacher education program helps distinguish UNI students from many other programs. I read that a plan exists to replace this support for teacher education students. What is the plan to continue the early and continuous exposure to engage in field based experiences prior to student teaching with appropriate support and feedback from professionals?

A second service of the Lab School is to lead professional learning for educators in the field. For example, I have utilized Lab School staff to help guide professional learning for teacher's currently in the field. I found the Lab School staff that I was engaged with to be very informed of current research and best practices. Furthermore, an advantage Lab School teachers have is to be in the classroom currently which provides the Lab School staff to have considerable credibility and rapport with practicing teachers. If the Lab School is closed how will UNI continue to be a resource to help guide practicing teachers with their professional learning and have the credibility of with the current practitioner?

My final concern is that from a distance (my perception) is the process for closing the Lab School has not been a decision making process that has allowed for much input/feedback as the recommendation proceeds to the Board of Regents. A decision of this significance deserves some important opportunities for input and feedback. This is magnified by a Board of Regents meeting conducted by phone conference call less than a week after the recommendation to close the Lab School. A more collaborative process may assist the public to better comprehend the rationale and plans for the future to move the UNI College of Education to higher levels of Excellence.

As a result of the above comments I would currently oppose closing the Price Lab School. I am eager to learn how UNI intends to move forward with resources and plans to move the College of Education to higher levels of excellence and lead Iowa and educators throughout the nation to higher levels of excellence in the future.

Respectfully,

Keith Stamp

17787 222nd Street

Monticello, Iowa 52310

Kstamp50@yahoo.com

319-481-1881

Subject: Please read this...From UNI Teacher Ed. Profesor
From: James Leech <trey.leech@uni.edu>
Date: 2/25/2012 5:44 PM
To: Benjamin Allen <ben.allen@uni.edu>

Hello President Allen,

My name is Trey Leech. I spoke to you at the Price Lab Parent Meeting you hosted this past Wed. I moved to Cedar Falls late last December from Florida with my wife and 9 year old daughter (who is attending MPLS). I teach at UNI within the School of Health, Physical Education, and Recreation Services. I came to UNI and Cedar Falls as a trained physical education pedagogist for the purpose of teaching teachers how to teach as well as conduct first rate research at the premier teaching education university in the state of Iowa and the United States. Both of those reasons why I'm here is premeditated by the fact that I came here to this area for the commitment to high quality education. Coming from Florida and having never lived in cold weather, I knew I wanted to come to Cedar Falls however it was tougher for my wife to commit to since she is a Speech Language Pathologist and was having difficulty finding a job in the Cedar Valley. She currently works full time in Marshalltown 5 days a week through AEA 267. There was one constant that kept my wife's pessimistic outlook about moving up here and turned it optimistic and eventually convinced her to move here...Malcolm Price Laboratory School.

I can't tell you enough how many times she hesitated coming up here. While in Florida before moving here, it was the mention of Price Lab School from the FSU Laboratory School teachers that convinced my wife of the quality of education at MPLS. Was that a coincidence? Maybe it was that over 1000 miles away, UNI was being recognized because of the Lab School! The next week my wife had dinner with a friend who's parents were from Iowa. They heard from my wife that I was interviewing for the P.E. Pedagogy position. It was their mention of the Price Lab School that confirmed my wife's willingness to come to the Cedar Valley. Now that she is here, of course she loves it! Yet strangely, it was MPLS that brought us here to Cedar Falls. Without MPLS, I would not have had the opportunity to move to Cedar Falls and work at UNI. My wife would not have done it and I would have supported her request. Yet again, it was MPLS that made the difference and I'm not the only person that feels this way.

While I realize that from your standpoint, you have tough choices to make yet this choice of closing Price Lab is wrong on so many different levels and I do not support it. Future students and professors come to Cedar Falls oftentimes because of the Price Lab School just like myself and my family chose to. Without MPLS, UNI Teacher Education is no different than other Teacher Education institutions. I promise you that if Price Lab were closed or I heard about it being closed while I was looking at UNI for a my professorship before coming here last Dec., UNI would not have been a place I'd end up at. What makes UNI Teacher Education unique is the MPLS experience. The Lab School model is not dead as you mentioned in a recent article.

I just came from Florida State University where their own Lab School is alive, well and thriving! The PDS model that is recommended by you is novel and innovative, it does not always stand up to it's promises and there is still way more uncertainty about the PDS model than there ever will be about Price Lab working. MPLS is a proven model! How can you attest that it's not working when 1000 miles away it is mentioned by others as being a premier teaching laboratory school. I'm very frustrated by your decision to close down the MPLS and regrettably feel that UNI may not be the place for me to continue my professorship. Yet I'm also not a quitter so you wont hear me ever saying I'm done with UNI. I came to UNI as a committed faculty member and I still am one. Yet, I do not support this decision as do the Teacher Education Faculty Senate who as of yesterday made a vote to not support your decision.

That one constant that kept my wife optimistic about moving here is now potentially going to be gone for good which means we may be as well! I don't want that to happen since I love UNI.

Please push back your meeting with the UNI Board of Regents and give MPLS a chance to prove it's worth! My stranding as a faculty member is at stake. My situation is just one example of the ripple effects of closing MPLS will have.

Thank you for taking the time to read this. I hope that I can discuss this with you in person.

Best regards,

Trey

--

Best regards,

Trey Leech , PhD.
Assistant Professor
University of Northern Iowa
School of Health, Physical Education, and Leisure Services
203 Wellness/Recreation Center
Cedar Falls, IA 50614-0241
Phone: 319.273.5673
Fax: 319.273.5958

Subject: Price Lab School
From: "Martha Kroese" <mkroese@cfu.net>
Date: 2/26/2012 7:14 AM
To: <ben.allen@uni.edu>

Dr. Allen,

I wish to express my support for the closing of Price Lab School, and to commend you for your fortitude. It is more than time that the interests of all the students in Iowa be placed ahead of a few hundred students whose parents wish them to have a small school experience in an urban setting. For many years, teachers in the field have questioned the experiences the students have at the lab school, and have questioned the qualifications of some of the teachers at the lab school to supervise pre-service teachers. I am most familiar with the music department. It's time for the UNI College of Education to quit resting on the laurels of success in providing good teachers 30 years ago, and look to how they are preparing today's teachers. Again, I am most familiar with music education, but I think there is a huge gap between what the UNI professors of education perceive as their success, and what practicing teacher perceive. Please continue to hold the Lab School accountable.

Martha Kroese
2102 Minnetonka Dr.
Cedar Falls, IA 50613
319-277-3359

Subject: Re: Fwd: Malcolm Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/26/2012 7:56 AM
To: Jeneane Beck <jeneane.beck@uni.edu>
CC: Patricia Geadelmann <patricia.geadelmann@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

Jeneane,

Thanks for sending.

Ben

Jeneane Beck said the following on 2/25/2012 10:30 PM:

President Allen,

As you can see this went to the entire board staff.

Jeneane

----- Forwarded message -----

From: Terry Ketter <ketterathome@gmail.com>
Date: Sat, Feb 25, 2012 at 6:54 PM
Subject: Malcolm Price Lab School
To: anania@iastate.edu, jbeck@iastate.edu, baberg@iastate.edu, nbruns@iastate.edu, akclay@iastate.edu, timcook@iastate.edu, ldickson@iastate.edu, taevans@iastate.edu, jfried@iastate.edu, gonzalez@iastate.edu, sdoyle@iastate.edu, amccart@iastate.edu, keith.saunders@iastate.edu, jracki@iastate.edu, psayre@iastate.edu, cschne@iastate.edu, diannes@iastate.edu, terry.ketter@uni.edu, todd.stewart@iastate.edu, ittutle@iastate.edu

My name is Terry Ketter and I work for the University of Northern Iowa at Malcolm Price Lab School. I am writing you to please give more time for considering President Allen's recommendation on closing Malcolm Price Lab (MPLS). I have been at the school for 22 years and have seen the many UNI (formerly known as the State Teachers College) teacher education students that have come through the school.

I think much more time is needed to look at President Allen's plan and how it is going to work. About 4 years ago it was my job to place the Level 1, 2 and 3 students into the schools for their teaching

experiences. I must tell you that it was a very hard job to do. There were so many students to place and it was like pulling teeth to get them assigned. As a last resort, as the surrounding schools couldn't take them, they were placed at MPLS to teachers that were more than happy to help them. I am not saying the surrounding schools aren't qualified to take them, they just don't have the time in a day to do it and work with their own students and be an effective teacher. Many just don't want the hassle as it does require so much time to help these new teachers-to-be.

I am not saying there is no other way of educating them but I do think it requires much more time to think about it. I don't think it is fair to the students that enrolled at UNI knowing that they will have this experience and you are taking it away from them.

I don't think you would close the labs at Iowa State University for their agriculture and I don't think you would shut down the University of Iowa Hospital at the University of Iowa if someone had a non proven recommendation to do it.

I feel that President Allen has been planning this for a long time and didn't let MPLS faculty and staff know until the last minute because he knew that we would have many GREAT examples to show that it will not work. I don't have children at the school and I don't teach at the school but I am concerned about the experiences of the UNI students.

--

Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

--

Benjamin J. Allen
President
University of Northern Iowa

Re: Fwd: Malcolm Price Lab School

20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

From: Ben Allen <ben.allen@uni.edu>

Date: 2/26/2012 10:41 AM

To: Patricia Geadelmann <Patricia.Geadelmann@uni.edu>

Pat,

The Board Office wants to have a draft of my remarks this afternoon. Please review this and provide feedback as soon as possible. Much of this is based upon your earlier draft on the submission to the Board.

I wanted to clearly establish our the administration's commitment, and my personal commitment to Pre K-12, and thus the first part is a bit long. I want to keep that material in the presentation but it probably could be done in a better manner.

I also wanted to be proactive on the challenge that we cannot scale adequately in terms of size and quality with respect to the PDS model to provide the Level II and part of the Level III Field Experiences that are not be provided at the Lab School. This is where Dwight and the local superintendents need to get involved--this could be five to ten minutes or longer depending upon on what they say and how they say it and if there are questions on that part.

I finish with the R&D but not in as much detail but wanted to give some indication of our commitment--I did not want too much detail because that should be driven by faculty and administrators more closely involved (and DE staff).

I am going to see if I can pull together you, Gloria, and Dwight at 5:00 or so to walk through this presentation (plus we have work to do on the other announcements tomorrow with a larger group.

I am sending this only to you at the current time.

I have to leave at 12:30 or so for an event honoring students for academic achievement student but I should be around until then--not sure how long that event will last.

Thanks,

Ben

Benjamin J. Allen President University of Northern Iowa 20 Seerley Hall Cedar Falls, Iowa 50614-0705 Phone: 319-273-2566 For deaf or hard of hearing, use Relay 711 Fax: 319-273-6494

— Attachments: —

Price Lab Proposal to Board 2-27-12 DRAFT #2 2-26-12.docx

18.1 KB

DRAFT 2-26-12

Presentation to the Board of Regents

2-27-12

Thank you, President Lang.

The University of Northern Iowa is strongly committed to being the premier Pre K-12 higher education institution in the State of Iowa and among the best in the nation. In my installation speech in September 2006 I emphasized the importance of this priority. I noted:

“We MUST have UNI positioned to be the leading academic institution in the State of Iowa for PreK-12 issues.the University of Northern Iowa must be unchallenged on its leadership on issues related to pre-K through 12. If we are not in that position, we must assess our position and determine priorities and strategies to be in that position.”

Since 2006, much of my focus has been on elevating our Pre-K through 12 academic programs.

Working with administrators and faculty across campus, but largely with the administrators and faculty in the College of Education, we have taken steps to ensure that UNI is the leading institution on Prek-12 issues.

Let me provide several examples.

- For the first time since the university has had a strategic plan (about 20 years), the priority of being the leader in Pre K-12 education was made one of the six goals of the University Strategic Plan, which was approved by the Board of Regents.
- We worked to position UNI to be the lead in the Iowa Mathematics and Science Educational Partnership, which as you know, involves a collaborative effort with the University of Iowa and Iowa State University
- We worked with the Dean of the College of Education and UNI the Foundation to establish the Richard O. Jacobson Center for Comprehensive Literacy, funded by the largest gift in the history of the university—a \$11 million dollar gift from Mr. Jacobson.
- Worked with Senator Harkin to have the U. S. Secretary of Education come to campus to make an address on educational policy.

I am making the recommendation that the Board of Regents, State of Iowa, approve the university's request to close the Malcolm Price Laboratory School effective June 30, 2012.

For many years the Price Lab School has provided an excellent education for Prek-12 students, as well as supported clinical experiences for our teachers' education program. It is one of the few remaining laboratory schools in the country supported by a university.

I recognize the uncertainty surrounding the future of the Price Lab creates real anxiety for parents of the children attending the school and the special experiences the Price Lab School provides.

We have come to a point, however, as have many institutions, where it is no longer financially feasible for the university to operate its own school and subsidize instruction for elementary

and secondary education. The financial issue is exacerbated by an aging building which the consulting firm, Perkins and Will, estimated would cost more than \$30 million to replace.

Best practices call for pre-service students to have a range of clinical experiences in diverse settings to prepare them for what they will realistically experience once on the job. The university is committed to an expanded network of partnerships with local school districts to provide an outstanding array of clinical experiences, including those now being conducted at the Malcolm Price Laboratory School.

I do want to provide more information about the concerns expressed about the ability of using a distributive model, or a Professional Development School model, in accommodating the level II field experiences and a part of the Level III field experiences now being conducted at the Price Lab School.

Joining me today is Dr. Dwight Watson, dean of the College of Education, and Dr. David Stoakes, Superintendent for the Cedar Falls School District, and Dr. Gary Norris, Superintendent for the Waterloo School District.

Dean Watson can speak to about his planning and the commitment to maintaining and enhancing the quality of the Level II and Level III Field Experiences and Dr. Stoakes and Dr. Norris can address their commitment to working with the university to expand the Professional Development School model. This issue includes maintaining the integrity of the Teacher Candidate Work Sample construct, which is an essential part of the Level II Field Experience.

I would like to close by saying UNI remains committed to the concept of being the Research and Development center for the State of Iowa. Authentic research and development endeavors must also occur in a variety of settings. In that light, we will propose at a future Board of Regents meeting an alternative model at UNI for the research and development center created by the General Assembly.

We envision an R&D model utilizing a “think tank” model involving faculty and staff primarily from the College of Education and those involved in Teacher Education, but also faculty from other colleges not involved in Teacher Education.

Critical research questions would be identified and research would be conducted to inform practices and educational policy. Funding and arrangements would be established to allow and encourage visiting scholars, practitioners, Department of Education staff, and others to participate.

We anticipate forming partnership with selected school districts across the state, depending on the nature of the issue or research question. Research would be applied and embedded in classrooms working with teachers and students.

The Center would serve as a clearinghouse for innovative pedagogical techniques and curriculum design and development.

Thank you.

Subject: Re: question

From: Ben Allen <ben.allen@uni.edu>

Date: 2/26/2012 11:40 AM

To: pallen pallen <pallen@uni.edu>

Just a thought

pallen pallen said the following on 2/26/2012 11:36 AM:

Me, speed??

On 2/26/12, Ben Allen<ben.allen@uni.edu> wrote:

Pat,

Can't wait until you get here but do not speed.

Ben

pallen pallen said the following on 2/26/2012 11:26 AM:

kids are in the air and should land in about 2 hours.

Pat

On 2/26/12, Ben Allen<ben.allen@uni.edu> wrote:

At least several reasons for the Price Lab School--we have other

responses for the other changes we are making.

1. From a budget perspective, when the discussion of the R&D model was initiated, the state funding has dropped b y \$25 million so there is a budget issue influencing the timing--we had a \$5 million dollar deficit.

2. We did not establish a PDS model (very late compared to other universities) to serve as an alternative to a lab school until 2009 or

10. The task force on the Lab School indicated that was one reason it

did not suggest closing the lab school at that time (2007)

Now the PDS

model has been established and tested and can be scaled up.

3. From an overall higher ed perspective, there is a new norm--especially for comprehensive universities like us--will be for all public universities soon--need to rethink how we do things across the university.

4. And, we started this process of identify ways to lower the cost structure of UNI while maintaining the quality three years ago with the two task forces I created and chaired. Price Lab school was on that list from day one--we were thoughtful in moving forward --not inclusive but thoughtful

Ben

I will send my rough first draft of my presentation--Pat G. has it now for comment and editing. I am meeting with Dwight and Gloria and Pat at 6:00 pm this evening.

pallen pallen said the following on 2/26/2012 11:09 AM:
How do you answer the question (if it comes up) of why didn't you do this sooner? Why now?
Pat

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

--

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President
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Subject: Letter of Support and Thanks!

From: "Morse, Andrew Quentin" <amorse2@utk.edu>

Date: 2/26/2012 12:08 PM

To: "ben.allen@uni.edu" <ben.allen@uni.edu>

Ben,

I wanted to pass along a letter I have written to take a public stand in support of your leadership during undoubtedly difficult budget times at UNI. I have submitted it to the NI, Register, and Courier.

You are a great leader, Ben, and you have lots of individuals standing with you. Thanks for all you do for UNI.

Here is the letter:

Dear Community Members,

What is the purpose of higher education? The answer to that question seems to become more difficult to agree on as the competition over increasingly limited resources continues to become a more salient conflict within our colleges and universities. The conflict over what the purpose of higher education is also has brought to the forefront some difficult leadership decisions to balance institutional mission with finance. We have seen this conflict recently as individuals who care about the future of UNI.

I love the University of Northern Iowa, and, like many of you, I was saddened by the news of Price Laboratory School's possible closure pending board approval. Deeper than that, though, I continue to grow in frustration over the underlying financial hardship that UNI has been forced into over the recent past. State support has drastically declined while tuition increases have not matched the loss in revenue. This hardship has made the answer to what the purpose of higher education is, at least at the University of Northern Iowa, increasingly more difficult to answer. I urge readers to look at the big picture, take emotions out of the equation for a moment, and match concern over the future of UNI with the political candidates you choose to support. The money to support the programs and resources we rely upon from UNI will only come from the legislature. From students? I encourage you to look at the data on student loan debt and default rates. From donors? Most of us have student loans and life-related expenses of our own, and when economic downturn hits our wallets become even tighter. Legislators, we need your support now more than ever.

I support the decision to close Price Lab. It's not a matter of opinion that cuts had to continue to come from somewhere, and PLS was only the most recent, albeit a highly emotional, response to a financial crisis facing UNI for a while. Staff, remember the furlough days a few years back? Students, how about those tuition increases that forced us to ask more from our parents or lenders? Faculty, how about the growing uncertainty of tenure-track lines or the future of your academic programs? Which one of you should have to bite the bullet to keep the status quo of dwindling support from the state alive? What does this long-term trend, which is seen all over the country, say about the future of higher education unless we do something about it as citizens?

I applaud President Allen and the rest of his leadership team for the care, courage, and integrity displayed over the long term as support from the legislature has drastically decreased while public expectations for UNI to uphold its tradition of educational excellence have been sustained.

It's no secret that higher education is changing. However, we need adequate support to ensure that the university can continue to serve students and citizens now and into the future.

Sincerely,

Andrew Q. Morse

BA, 2009 - 2007 UNI Student Body President

Ph.D. Candidate, Higher Education Administration

University of Tennessee, Knoxville

Subject: Restructure Malcolm Price Laboratory School
From: Vernon Weems <vernon.weems@gmail.com>
Date: 2/26/2012 1:19 PM
To: president@uni.edu, ben.allen@uni.edu

Dear President Allen,

I have attached a letter offering my services and a plan that will give you time to phase in your changes while not closing anything now. And the best part is it will not have to budget for anything. As a matter of fact UNI will receive money. I wish we can work together to help UNI build a greater future.

Thanks for your time and God bless.

Vernon Weems

— Attachments: —

Price Lab Offer to Dr. Allen.docx	17.5 KB
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VERNON E. WEEMS

637 INDEPENDENCE AVENUE
vernon.weems@gmail.com

WATERLOO, IA 50703-4114
(319) 233-6058

February 26, 2012

Dr. Benjamin J. Allen, President
Office of the President
University of Northern Iowa
1227 West 27th Street
Cedar Falls, IA 50614-0008
president@uni.edu
ben.allen@uni.edu

RE: Restructure Malcolm Price Laboratory School

Dear Dr. Allen:

I understand your decisions to reallocate UNI's resources for future growth. However, I want to offer you an alternative that I believe can continue operations and possibly add money to the university's bottom-line.

My offer is solely motivated to protect jobs, maintain the status quo of a great institution and give you an option to during this critical time period that is driven by our poor economy. UNI needs a breathing room before making a costly decision based solely for budgetary reasons. I want to buy you time to fully evaluate all UNI alternatives.

My unsolicited restructure and realignment plan will supplement your "announced strategic decisions to reallocate and realign resources to support academic priorities and to ensure future growth".

I will restructure Price Lab so that it does not cost UNI any money to operate the school but rather generate revenues in addition to the other benefits UNI derives from having Price Lab.

I will realign and restructure the UNI's Printing Services, Intercollegiate Athletics, Museum so that these departments will produce a positive cash flow and stronger entity within the university.

My plan is threefold:

Part One

- Restructure Malcolm Price Laboratory School
- Transfer UNI Print Services to the restructured Malcolm Price Laboratory School
- Cover all operations cost and yield \$250,000.00 per annum

VERNON E. WEEMS

637 INDEPENDENCE AVENUE
vernon.weems@gmail.com

WATERLOO, IA 50703-4114
(319) 233-6058

- Part Two
 - Restructure general fund support for Intercollegiate Athletics
 - Increase the funds generated by restructured Intercollegiate Athletics by \$2-million per year without taxing the students or existing revenues
- Part Three
 - Integrate selected UNI Museum collections within campus and community for greater student access
 - Study the future where the UNI Museum can be housed permanently

I want to form a joint venture with UNI. Or in the alternative receiving a results based contract for service to provide you with my plan.

I can meet the time table which you announced of June 30, 2012. I will agree on a time table for the payments. UNI will retain full control and final decision regarding all phases.

I will require that UNI sign a nondisclosure, confidentiality and covenant not to compete agreement prior to our discussing any further specific details. We can make the transition to my plan easily within the timetable discussed in the media. And at the same time we will make UNI a stronger and give the students more for their money.

If you have any further questions, comment or request please contact me anytime at the above. I am,

Sincerely,

Vernon E. Weems

Subject: FW: Support Teacher Education
From: Dave Miles <dmiles@miles-capital.com>
Date: 2/26/2012 1:26 PM
To: Ben Allen <ben.allen@uni.edu>

Ben,

This is a succinct summary of the concerns that have been expressed w/r/t to the Price Lab School. It would be helpful to me if you could address them during your presentation tomorrow.

Regards,

Dave

From: Sylvia Amlie [mailto:samlie@cfu.net]
Sent: Sunday, February 26, 2012 1:12 PM
To: calangfarm@gmail.com; bobd@meardonlaw.com; jackevans@hallperrine.org; ruth.harkin@cox.net; gretaajohnson@gmail.com; ksmulholland5@linnmar.k12.ia.us; regentrastetter@gmail.com; miles.davidw@gmail.com
Subject: Support Teacher Education

Dear Regents,

I write in regards to the recent announcements made by UNI President Ben Allen to close Iowa's Research and Development School. I strongly oppose his recommendations for the below reasons:

- * The educating of educators lies at the very foundation of UNI's mission. Without the experiences offered by UNI through the lab school, the small university here in Cedar Falls would have nothing unique to offer young people wishing to become teachers. Closing this school would affect UNI's reputation as the state's premiere teaching college.
- * President Allen does not have a specific plan for the public schools to absorb all teacher education field experiences currently held at MPLS.
- * On average, 1377 UNI students have field experience hours at MPLS each year. This amounts to over 20,000 hours/year of teacher training for UNI students by MPLS faculty. UNI graduates approximately 600 teachers each year with over 97% of these graduates having spent 50+ hours working with master teachers in MPLS classrooms. Again, President Allen does not have a specific plan for the public schools to absorb these students.
- * A Teacher Education Governance structure exists at UNI, yet the decision to recommend closure of MPLS was made without consultation from any of these bodies. I have strong concerns about the process in which this decision was made and the lack of communication between the University's leader and his staff.
- * Closure of the school would only push the state of Iowa further behind in Education Research.

I could continue to write more reasons why I feel you should not support President Allen in his recommendation to close the school, however, I wanted to keep this email short. I trust that you will

take the time needed to research and gather information before you make your decision.

Thank you for your time,

Sylvia Amlie

UNI Alumnus, Voter, Concerned Citizen

Subject: Re: Letter to the Regents and Legislators
From: Ben Allen <ben.allen@uni.edu>
Date: 2/26/2012 2:33 PM
To: Adam Haselhuhn <adam.haselhuhn@gmail.com>

Adam,

Thanks for taking time to write this letter. It means a lot to me.

I hope you are doing well.

Sincerely,

Ben

Adam Haselhuhn said the following on 2/26/2012 1:52 PM:

President Allen,

Just wanted to share with you the below letter that I have sent to my legislators here in Des Moines and to all of the Regents. Please know that there are many individuals who do support you and believe in your plans for UNI. Thanks for everything that you do on a daily basis. You've been a tremendous role model for me and I truly appreciate your dedication and commitment to our school.

-Adam

February 25, 2012

Dear Regent Lang,

I write in regards to the recent announcements made by UNI President Benjamin Allen. This letter will vary from the many I am sure you will receive or hear about from your colleagues in that I believe his proposed plan, which includes closing Iowa's Research and Development School, is the right decision for the future of UNI.

I graduated from UNI in 2011 and currently work in higher education at Simpson College. The education I received at UNI allowed me to build a successful career path that allowed me to not only find a job in a difficult economy, but to stay in Iowa. I want future UNI students to have that same opportunity. The landscape of higher education is changing, and President Allen has a vision for a stronger future for the University of Northern Iowa.

The decision to close Price Lab School will not negatively impact UNI's reputation as the State's premiere teaching college, and it most certainly will not damage the State of Iowa's commitment to high-quality teacher education. I served on the Strategic Planning Committee at UNI and I can assure you that the leadership at every level of the university is dedicated to the mission and vision that the President has outlined.

It is no secret that State funding for higher education has been and continues to be in decline. Since 2000, UNI's annual general fund appropriation has been cut seven times and is now below 1996-97 funding levels. State funding to UNI has decreased a total of \$23.6 million, or 24 percent, in the last four years. The fiscal 2012 appropriation is \$4.3 million below the fiscal 2011 level. I know many members of the Cedar Falls community are upset that the school will close - and I am too. With the lack of a financial commitment to our public universities, especially at UNI, it would appear that our state leaders do not value higher education. Our public universities have a tremendous economic impact on our state and affect the lives of all Iowans.

I realize that times are tough and everyone needs to share the burden. I'm also realistic. While I would love for the legislature to restore full funding to UNI and the Regent institutions, I know that just won't happen. That is why I believe in President Allen. He understands that UNI must maximize its resources and be good stewards of the public's finances. He also has the vision to see that UNI must strategically reposition itself to best serve all Iowans, while living within the financial contributions the school receives from the state.

I urge you to support President Allen's recommendations for the future of UNI and I thank you for your time.

Sincerely,
Adam Haselhuhn

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Fwd: price lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/26/2012 3:47 PM
To: cabinetonly@uni.edu

As promised

----- Original Message -----

Subject:price lab
Date:Fri, 24 Feb 2012 22:49:19 -0600
From:Amy Staples <amy.staples@uni.edu>
To:Ben Allen <Ben.Allen@uni.edu>

Hi Ben,
I've been following the news and emails regarding the recommended closure of Price Lab School. Certainly, I can appreciate the concern expressed by family and Lab School faculty over the loss of their home away from home. I applaud the activism of the students in working to save their school. That said, I support your decision to recommend closing the school.

As someone who teaches a methods course each semester that has an accompanying practicum, it's important for you to know that I do not place my students at the Lab School. I'd love to. Its location is certainly convenient for students and supervision staff. However, many aspects of the school are discrepant from the schools where our preservice teachers will ultimately find employment. While the small class sizes at the school may be optimal, our students must learn to teach in environments that represent the challenges and opportunities they'll face upon graduation. One of my greatest concerns has to do with special education at the school. It operates much more like a private school in that respect than a public one. Teachers can choose not to accept students with disabilities (students with more significant disabilities are not allowed to enroll at the school). Similarly, the economic and racial diversity that are increasingly becoming pertinent aspects of Iowa schools is not as evident at the Lab School.

I think many of the faculty at the school are exemplary and believe they could bring tremendous benefit to area schools. Some of the schools in our area are stronger than others and from the classroom to administrative offices, assistance to think more deeply would benefit the broader community of children, and UNI preservice teachers.

Thank you for your courage in proposing the closing of the Lab School. While it is not a popular decision with many, I think it is a decision with merit that will ultimately result in a stronger teacher preparation program than the one we currently have.

Amy

Fwd: price lab

Amy Staples, Ph.D.
Associate Professor
Special Education

Subject: Fwd: PLS
From: Ben Allen <ben.allen@uni.edu>
Date: 2/26/2012 5:26 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not answer. .

Ben

----- Original Message -----

Subject:PLS
Date:Wed, 22 Feb 2012 17:15:16 -0600
From:Daniel Vargason <vargasod@uni.edu>
To:Benjamin Allen <ben.allen@uni.edu>

President Allen,

My name is Daniel Vargason and I just graduated from UNI in December. I am sending you this message to let you know how discourage I am by the announcement to close down Price Lab School. I know it wasn't completely your decision but I don't know who else to voice my concern to. I feel this may turn out to be one of the biggest mistakes UNI could possibly make. Price Lab School is what makes UNI's education program so effective and quality. By shutting down PLS, you are starting a path toward a decline in that reality and the status of the program. I am highly disappointed and I am a shamed alum by this decision. I feel very sorry for the students at PLS who will be losing a quality education, the UNI student who will see a drop off in their quality of education and the staff who will be out of the job they love to do. I know UNI used to put students first but now that is garbage and I am losing my pride in UNI and now plan to make no future contributions to the university. I wish you and all your staff best of luck and keep in mind, this is what you will be known for..

Sincerely,

Daniel Vargason -2011 Spanish Education Graduate

Subject: Re: Lab School

From: Ben Allen <ben.allen@uni.edu>

Date: 2/26/2012 5:27 PM

To: Dan Smith <dsmith@sai-iowa.org>

Dan,

Thanks for the supportive note. It has been rough already and, as you noted, will be moving forward for quite some time.

Ben

Dan Smith said the following on 2/23/2012 7:42 AM:

Hi Ben,

I know that you are in the middle of a very stressful issue. I am contacting you to tell you that, in my opinion, you are doing the right thing both for UNI and for the State of Iowa. I know from the 2002 experience with the Lab School that you will receive many negative shots in the next few weeks. I also know from my own experience in closing schools that it can get very nasty. But strategically for UNI you are making the right decision. Please know that you are in my thoughts.

Dan

SAI-Linking Leadership and Learning

Dan Smith, executive director

School Administrators of Iowa

12199 Stratford Dr., Clive, IA 50325

515-267-1115 / 515-267-1066 fax

<http://www.sai-iowa.org>

Follow SAI on [Twitter](#)

--

Benjamin J. Allen

President

University of Northern Iowa

20 Seerley Hall

Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566

For deaf or hard of hearing, use Relay 711

Fax: 319-273-6494

Subject: Fwd: Closing of Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:03 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Closing of Price Lab
Date: Wed, 22 Feb 2012 21:18:04 -0600
From: Linda Welsh Echelmeyer <linda.echelmeyer@gmail.com>
To: ben.allen@uni.edu, dwight.watson@uni.edu, mbruns@iastate.edu,
herman.quirmbach@legis.iowa.gov, brian.schoenjahn@legis.iowa.gov,
shawn.hamerlinck@legis.iowa.gov, greg.forristall@legis.state.ia.us,
Jeremy.Taylor@legis.state.ia.us, sharon.steckman@legis.state.ia.us,
cindy.winckler@legis.state.ia.us

A few years ago while living in Waterloo, the closing of Price Lab due to budget constraints was in the news. Due to the impact of the students and public opinions, dollars were found to keep the school open. It is proved to be a subject now being revisited in 2012. But this time, my daughter is a graduate assistant in training to become a science teacher.

After graduating from U of Iowa with a degree in secondary science, where else would she attend other than UNI to gain her teaching certificate? It is the premier "teacher college". When 98% of all UNI teaching graduates stay in Iowa to contribute to communities and tax base, why would the one school which is the partner to the education program be closed? .

I have reviewed my daughter's observation papers and know how she views Malcom Price Lab. Her observation experiences have been in depth and priceless due to it's staff. The quality of Price Lab teachers who have a vested interest in molding the next generation of teachers is priceless. This is an on-the job training program like no other. It should be when young children's future are being formed.

In addition, it is close to campus so that she doesn't have to have an added expense of travel and further time investment. The location is ideal for students to walk or bike to Price Lab for their observation hours.

Built in 1914, the building may need renovating but certainly keeping

it as a historical landmark of the neighborhood and campus is invaluable. Should we not have homage to where we have come not just to the future design of a university campus? As I recall a McCloud athletic center has been built since the last time Malcom Price Lab was on the chopping block. If UNI can find the dollars to invest in athletics then the educational program and Price Lab should also be infused with tax dollars.

Respectfully I ask that you keep Malcom Price Lab open for the training and betterment of future teachers in Iowa!

Linda Echelmeyer
Norwalk, Ia

Subject: Fwd: Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:04 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,
I did not respond.
Ben

----- Original Message -----

Subject: Price Lab School
Date: Wed, 22 Feb 2012 21:10:35 -0600
From: Kendra L Milder, MHS <klmilder@muscatine.k12.ia.us>
To: <ben.allen@uni.edu>

Dear Benjamin Allen,

It is with great concern that I write to you today, because I have heard that there is a possibility that Price Lab School may be closing. As a past education student and work study employee at PLS, I am concerned with this proposition due to the great impact that my interactions with PLS has had on my teaching career and on my life.

UNI's fantastic teacher education program is one of the main features that the university has to offer, and it is something that draws students to the university every year. For me, UNI was a good fit, because I wanted a college that was not too large, but not too small. I knew that I wanted to either go into education or social sciences, and as such, I looked closely at both programs at UNI. What I found is that the education program at UNI is unmatched in its ability to give students the depth and background of information that they need to be successful teachers, and also allows students unmatched access into real classrooms through PLS.

During my time at UNI I was very active in the lab school. Not only did I complete my teaching levels in the school, I also did a lot of observation and hands on teaching through my other education classes at the school. These interactions allowed me to work with teachers with a high level of mastery in their area and allowed me to grow as a young educator. I also had the privilege of being a work study in the building for a year, where I gained even more of an understanding of all the things that teachers have to do behind the scenes for planning and organization. All of these experiences proved extremely valuable to me as a young educator.

When I finally graduated, I can say confidently that my interactions at PLS helped me obtain not only the job that I currently hold, but a multitude of job offers that I turned down. Unlike other education schools, UNI graduates are sought out for the fabulous preparation that we receive at institutions like PLS. In almost all the

interviews that I took right out of school, I had administrators ask me about my teaching experiences, and I relied heavily not only my student teaching, but also my experiences at PLS. I felt that my preparation allowed me to confidently answer questions about how to handle a classroom, structure curriculum, and track student progress. While I learned some about that in student teaching, I also learned a lot about that at PLS.

I know that with the economy being in the state that it is in that the budget for public schools is really hurting, but I would encourage you to look at other areas that you could cut before you consider shutting down PLS. It is one of the best experiences that the UNI teaching program offers its students, and I truly believe that closing the school will lower the quality of education that UNI's education students will receive.

Thanks you for your time,

Kendra Elledge
5th Grade and High School Orchestra
Muscatine Community School District

Subject: Fwd: Note from a concerned student-- PLS closing
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:10 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Note from a concerned student-- PLS closing
Date: Wed, 22 Feb 2012 17:37:54 -0600
From: [REDACTED]
To: Benjamin Allen <ben.allen@uni.edu>

President Allen,

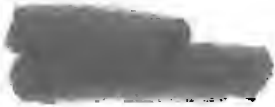
I write to you with sadness in my heart. All of the incoming news about the possibility of the closing of Price Laboratory School is very upsetting to me. As a senior Elementary Education major at UNI, I have had countless meaningful, enlightening, and wonderful experiences at PLS. Throughout my career at UNI, I have been in a PLS classroom for upwards of 150 hours. I have worked with dedicated, experienced teachers who are, in my opinion, the best of the best.

UNI prides itself on being "the" Teacher's College. In all reality, the education program is the foundation of our university. And yet, I fear that the elimination of the laboratory school may result in the elimination of our stellar reputation as well. Why do administrators choose UNI graduates first? Yes, there is amazing staff here, but what makes us different from our peers at different state and private universities? It is the experience that we are provided. Getting rid of Price Lab is equivalent to getting rid of a location that takes in 1,500+ students (willingly) each year for field experience. Then what will distinguish us? It is my fear that UNI will no longer be the "Teacher's College" and that students from all over the state (and nation) will no longer be so attracted to the program. What a shame that would be.

I also question where these 1,500+ students will be placed now. Perhaps new schools will have to sign contracts with the university, but will they be as close to campus? Will students be forced to commute? Will we know that these teachers are as knowledgeable and experienced as those at Price Lab? Or will field experience fall to the wayside? Without experience, I warn you, teacher education candidates will not be prepared for a career in the field of education.

I wish I could share with you all of the wonderful experiences I have had at PLS, but I am afraid that would transform this e-mail into something like a novel. It is a terrific school with amazing teachers and incredible students. Shutting it down would be an extreme disservice to the Cedar Falls community, UNI, and all of the dedicated staff who have put so much time and effort into making that school such a superb learning facility. I urge you, Dr. Allen, to reconsider any plans to shut down the lab school. Please consider what negative consequences this would have for the future of the university and education program from which I feel so immensely proud to be graduating from.

Thank you for taking the time to hear my concerns.

A black rectangular redaction box covering the signature of the sender.

Subject: Fwd: Malcolm Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:13 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject:Malcolm Price Lab School
Date:Wed, 22 Feb 2012 08:59:54 -0800 (PST)
From:Josh Wilkinson <j.wilkinson@yahoo.com>
Reply-To:Josh Wilkinson <j.wilkinson@yahoo.com>
To:ben.allen@uni.edu <ben.allen@uni.edu>

Dear President Allen,

I would like to take a moment to share with you my story in becoming the teacher that I am today and the major role that Price Lab School has played in my life.

I am a graduate of the mathematics education master's program here at UNI. My undergraduate degree is in mathematics teaching from a private university in the state of Texas. My first authentic classroom experience as a teacher began here at Price Lab School. I was given the opportunity to teach here as apart of my graduate assistantship while completing my master's with a full load of graduate classes. The Price Lab teachers proved to be excellent mentors in supporting and challenging me as I began teaching to my first class of students.

The education program here at UNI blows away my experiences from my undergraduate university in terms of preparing and challenging pre-service teachers. A major part of this is Price Lab School's role in giving many pre-service teachers their first opportunity to write lesson plans and teach in front of a class. Being a teacher here at the Lab School, I have been able to share with dozens of pre-service teachers the valuable experience that UNI offers it's education majors.

I believe that Price Lab is a valuable asset to the College of Education. From the COE strategic plan, one of the objectives under Goal 1 states:

OBJ 1.1: Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective, preparing them to be developmentally, linguistically, culturally, and technologically competent professionals who take full responsibility for their impact on those they educate, serve, and lead.

Price Lab teachers have strived and will continue to work toward this objective of giving university education majors an experience that is difficult to replicate in any other building across the state. This is apart of our mission as a building to not only educate our preK-12 students and collaborate with others across the state and nation, but play a vital role in shaping the next generation of teachers.

I believe that closing the Lab School will put a serious dent in meeting some of the goals of the College of Education's strategic plan. This decision will put a strain on university faculty who rely on Price Lab as a place to send their field experience and methods students to gain an authentic experience in a classroom. I am sure by now that you have heard of the quantity of university students that we support here at this school. Please keep this in mind as you make your decision. Price Lab School is apart of the College of Education here at the University of Northern Iowa and we would very much like to be for many more years to come.

Thanks,

Josh Wilkinson
Malcolm Price Lab School
University of Northern Iowa

Subject: Fwd: Save Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:14 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond to this one.

Ben

----- Original Message -----

Subject: Save Price Lab
Date: Wed, 22 Feb 2012 10:28:54 -0600
From: [REDACTED]
To: ben.allen@uni.edu

I am a junior here at the University of Northern Iowa and I am enrolled in the science education program. I was able to do my Level II field experience at Price Laboratory School and it was such a great experience. I was able to work with teachers who showed so much interest in helping me become a great teacher in the future. I have done field experiences in other schools around the area, and I can tell that those teachers don't have the same passion as those at Price Lab to ensure quality teachers get through the program. It would be such a shame to see education students younger than me miss out on such a wonderful experience. With the University of Northern Iowa being known for the quality teachers they produce, I think that this is a huge mistake. It is having places like Price Lab available that makes the University of Northern Iowa superior to the teaching programs at Iowa or Iowa State. Please consider what a great thing Price Lab has been to this university and keep it open.

Sincerely,

[REDACTED]

Subject: Fwd: Keep Price Lab Open
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:12 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond to this one.

Ben

----- Original Message -----

Subject:Keep Price Lab Open
Date:Wed, 22 Feb 2012 11:05:24 -0800 (PST)
From:Stacy Glascock <siglascock@yahoo.com>
Reply-To:Stacy Glascock <siglascock@yahoo.com>
To:ben.allen@uni.edu <ben.allen@uni.edu>
CC:jason.glass@iowa.gov <jason.glass@iowa.gov>, Deborah.Berry@legis.state.ia.us
<Deborah.Berry@legis.state.ia.us>, Anesa.Kajtazovic@legis.state.ia.us
<Anesa.Kajtazovic@legis.state.ia.us>, bob.kressig@legis.state.ia.us
<bob.kressig@legis.state.ia.us>, walt.rogers@legis.state.ia.us
<walt.rogers@legis.state.ia.us>, dwight.watson@uni.edu
<dwight.watson@uni.edu>, mbruns@iastate.edu <mbruns@iastate.edu>,
herman.quirmbach@legis.iowa.gov <herman.quirmbach@legis.iowa.gov>,
brian.schoenjahn@legis.iowa.gov <brian.schoenjahn@legis.iowa.gov>,
shawn.hamerlinck@legis.iowa.gov <shawn.hamerlinck@legis.iowa.gov>,
greg.forristall@legis.stata.ia.us <greg.forristall@legis.stata.ia.us>,
Jeremy.Taylor@legis.state.ia.us <Jeremy.Taylor@legis.state.ia.us>,
sharon.steckman@legis.state.ia.us <sharon.steckman@legis.state.ia.us>,
cindy.winckler@legis.state.ia.us <cindy.winckler@legis.state.ia.us>

To: Dr. Benjamin Allen
CC: Jason Glass
Dwight Watson
Deborah Berry
Anesa Kajtazovic
Bob Kressig
Walt Rogers
Marcia Brunson
Herman Quirmbach
Brian Schoenjahn
Shawn Hamerlinck
Greg Forristall
Jeremy Taylor

Sharon Steckman
Cindy Winckler

We are writing to you today, not only as University of Northern Iowa alumni and long time supporters of UNI, but also currently the parents of two Malcolm Price Laboratory School elementary students in Cedar Falls. Once again, unfortunately, our school is facing a questionable future due to economic issues and budget cutbacks.

This school plays a vital role in our community along with helping to provide an incredible field experience to the future teachers of Iowa that UNI provides. UNI is known nationally for their teaching program and we feel that the closing of this school would be very shortsighted and dangerous to the continued success of the college.

Every few years, when this issue resurfaces, it undermines the feeling of cohesion at the school and hurts enrollment. Parents of potential students question the stability of the program and ultimately decide to place their students elsewhere, to ensure continuity of their education. It is also probably safe to assume that it effects incoming students to UNI as well, when they continually have to question whether or not they will have access to quality field experiences that the lab school provides.

At such a crucial time in our nation, when teachers everywhere are struggling to keep kids in school and give them the tools they need to be successful, we implore you to make a commitment to this school and this teaching program. Its closure would be detrimental, not only to UNI's enrollment and quality experiences in education, but the community as a whole.

We recall just a few years ago, sitting in the MPLS library, listening to Dr. Benjamin Allen speak words of praise and commitment to this school and program, and am deeply frustrated that we are, once again, facing an uncertain future.

Our family has made a long term commitment to this community and to this school. We hope you will do the same.

Thank you for your consideration.

Sincerely,
Dr. Daniel and Stacy Glascock
2825 Huntington Rd.
Waterloo, IA 50701
319-404-5306
sglascock@yahoo.com
snowdog227@yahoo.com

Subject: Fwd: Aja McClain - Keep PLS/NUHS Open
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:11 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond. This is a special one given the context.

Ben

----- Original Message -----

Subject: Aja McClain - Keep PLS/NUHS Open
Date: Wed, 22 Feb 2012 15:28:00 -0600
From: Ajanet McClain <ajanet.mcclain@gmail.com>
To: ben.allen@uni.edu, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, mbruns@iastate.edu, herman.quirmbach@legis.iowa.gov, brian.schoenjahm@legis.iowa.gov, shawn.hamerlinck@legis.iowa.gov, greg.forristall@legis.state.ia.us, Jeremy.Taylor@legis.state.ia.us, sharon.steckman@legis.state.ia.us, cindy.winckler@legis.state.ia.us
CC: lyncountryman@gmail.com, lyn.countryman@uni.edu, gdm@mediacombb.net

Dear Team,

I address this email to you this way because I feel that to keep MY school open, takes a team effort (yes, this is personal to me so I take your actions/decisions personally).

Some of you may know my mother, Janet McClain, who recently passed in October 2010, taught at Price Lab for years and then continued teaching at UNI. Her tenure exceeded 30 years. Some of you may also know my father Greg McClain who served on the Iowa State Board of Education for many years prior to retiring. I mention this because I am a product of their commitment to education; their passion and love for me as their only child and their unwavering decision to start and finish my education at Price Lab and NU High School. One of my mother's favorite quotes by Malcolm X was, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." This is what PLS/NUHS is providing - they are preparing future teachers and enrolled students TODAY in an unmatched and very rare way for this everchanging and developing world and society. It's interesting that my mom, whom I called a "superhero teacher", ended up spending the rest of her entire teaching career at UNI...I find it odd because she could've gone anywhere else to teach. She was excellent at what she did and people across the state sought out her knowledge and expertise on diversity. She represented UNI on numerous occasions speaking highly not only of UNI's College of Education program but PLS/NUHS as well. She was responsible for recruiting numerous minority students to UNI's COE program and developing future teachers. Why? Because she loved teaching, she loved the creativity that the school allowed for her to use with her 2nd graders and college students, and because me, her only child, was attending PLS/NUHS and eventually UNI for graduate school. My point is this, there was something unique that PLS/NUHS provided not only for her but also for her many students that

came before, during, and after me.

My testimony is simply this; there has always been talk of closing my school down for years. We as graduates, students, teachers, and/or parents of PLS/NUHS have always fought back against cutting the history, the unmatched reputation, and the unforgettable memories out from under us. To this day when I tell people about my experiences at PLS/NUHS, every single response has been, "wow, that's unheard of", "man, I wish I had great memories from school like that", or "they just don't make school like that anymore." I don't know what else to say new or different from what I've said every time a proposed idea to close my school has come around. Nothing has changed at PLS/NUHS except the administration. I understand that the same jealousy we as parents, teachers, students, and graduates faced is probably the same jealousy we are still experiencing years later - everyone wants to send their kids to PLS/NUHS for a reason and that reason hasn't changed - we have an excellent reputation in the community. Let me list some rare experiences that I have had while at PLS/NUHS and beyond. I am a 1996 graduate of NUHS and a 2002 graduate of UNI.

1. I began at PLS as a 4 yr old in Dr. Kirkland's pre-school class. To this day, I currently have Dr. Kirkland's number, we're friends on Facebook, and she spoke at my mother's homegoing services.
2. My first experience with swimming and foreign languages was at the age of 4 at PLS.
3. When I briefly went to public schools in Cedar Falls I experienced racism, discrimination, and a lot of other things I NEVER experienced at PLS or NUHS. When I did experience racism/discrimination while a student at NUHS, it only occurred at away games in the small towns.
4. My graduating class was 56 and to this day, I know every single one of my classmates and can easily identify their parents. Why because our parents held us ALL accountable! There was a sense of family and I knew that if my parents weren't there, another parent would be.
5. My graduating class was competitive academically. Most of us were involved in extracurricular activities but school was always number one. I remember it was hard to get in the top 50% because most GPAs were 4.0, 3.99, 3.98, and so on!
6. Madrigal Dinners, Theater productions, Carnivals, Basketball games - all brought attention to this school! I remember SOLD OUT performances for our theater productions, madrigal dinners, and the numerous times we went to or won state championships!

The list could go on and on!

Yes, this all may be the "old NU" but it's a part of my history and the history of our school and what has made PLS/NUHS who they are today. Still standing strong after years of opposition but we've always rose to the challenge. I'm not going to beg you all to keep my school open but what I am going to do is charge you with changing your thinking. Is it really necessary to put the school on the chopping block once again? Besides budgetary reasons, what else deems PLS/NUHS necessary to close? If PLS/NUHS was YOUR elementary or high school, how would you feel if I told YOU we were closing your school down? No one can put a price on my education and no one is able to take what I learned as a PLS/NUHS student away.

By closing our school you're saying top notch education with a rare learning environment is too "expensive" to give to students who deserve it. I understand that not everyone has the same experience as most of us who attended here do. Most people could care less or don't even think twice about high school, junior high or elementary days. But I do. My classmates do. My former teachers do. This is personal to us. So personal that you're probably surprised at the huge support that we have to keep our school open. You probably wouldn't receive these types of responses of depth from public schools that are much larger than us. The difference is we may be small in number but we're large in heart for a school that really has shaped us to be the men and women that we are today.

I'll leave you with this. I just found out today that there was an attempt to close PLS/NUHS. I was notified by email. As soon as I heard this news, I posted this on Facebook:

"I'm calling all NUHS students, graduates, parents, friends of an NUHS graduate, teachers, and everyone who reads this post. Please sign this petition! This K-12 school is where I went to pre-school, graduated high school from, where my Aunt graduated from and where my mom taught for years! I have the best memories, had the best teachers, and still have extremely close friends from my days at NUHS. If you're reading this you know me and hopefully love

me enough to sign this petition. :) This school started me off in the right direction from the age of 4yrs old and is a huge part of who I am and what I believe today. One of my mom's favorite quotes, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." — Malcolm X. Thank you for signing!!!!!!"

Within an hour, I had notified classmates and other NUHS graduates and an event was created by a Class of 1997 graduate, inviting EVERYONE to sign the petition and keep our school open. The response has been tremendous and hundreds of signatures popped up within a couple hours. I'm just letting you know we will still keep fighting with that NUHS Panther Pride.

Sincerely,

Ajanet McClain
NUHS Class of 1996

Subject: Fwd: Keep PLS Open
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:09 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Keep PLS Open
Date: Wed, 22 Feb 2012 18:19:11 -0600
From: Courtney Fyock <cafyock@gmail.com>
To: calangfarm@gmail.com, regentrastetter@gmail.com, regentcarroll@gmail.com,
bobd@meardonlaw.com, ruth.harkin@cox.net, gretaajohnson@gmail.com,
miles.david.w@gmail.com, KsMulholland5@linnmar.k12.ia.us, ben.allen@uni.edu

Dear President Allen and members of the board of regents,

My name is Courtney Fyock, and I am a recent graduate of the University of Northern Iowa College of Education. I am writing in concern of President Allen's request to close Price Lab School. As an education student, I benefited from several field experiences at PLS which I feel enhanced my education. When I was looking at colleges, the appeal of UNI's education system is being able to part of the lab school experience; it made it stand out over several different colleges, especially when one can just walk there for campus. You will lose future Panthers if so decide to cut this school, and you will not receive financial support from this alumni who so believed in UNI's education and the lab school.

I have failed to mention that not only did I frequent PLS at a student, I also worked there for 3 years as my work study job in Shelly Bromwich's Pre-K/Kindergarten class. I looked forward to going to work every time I went in, and I got to know the students and the wonderful staff very well. Those teachers are some of the best in the state. PLS has a lot to offer; I watched students learn about other countries, raise money to help those in Haiti after the tsunami, experiment with physics (in kindergarten, mind you), and learn how to swim in P.E. by the age of 5, just to name a few.

PLS should not be shut down; those teachers in the CDC, PLS, and NU High would all those jobs, and those students will be devastated to lose their school. UNI needs to find another way to cut costs or bring more income in (charging students for football, volleyball, and basketball games perhaps, like all other colleges do.)

Fwd: Keep PLS Open

I hope you take this into consideration, as the many other emails I'm sure you will receive. Price Lab School means a lot to thousands of people.

Best Regards,
Courtney Fyock

Subject: Re: Malcolm Price Lab Petition
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:08 AM
To: Kale Clay <kaleclay@hotmail.com>

Dear Kale,

Thanks for sending this link. The comments contained helpful information.

Ben

Kale Clay said the following on 2/22/2012 9:52 PM:

Here is the link to the petition that you asked for. All I ask is that you take some time out of your day to look at the comments. There are a lot of very good statements on there, not only from students, but alumni and people that have done their level II at PLS. Thanks you so much for having the courtesy to come and talk to us tonight and I hope this helps with your decision. If you would like anything else let me know.

<http://www.change.org/petitions/university-of-northern-iowa-president-keep-malcolm-price-laboratory-school-open-for-education>

-Kale Clay
kaleclay@hotmail.com

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Fwd: Price Lab's role in my education
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:16 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond to this one--apparently we met--I vaguely remember.

Ben

----- Original Message -----

Subject: Price Lab's role in my education
Date: Thu, 23 Feb 2012 17:42:48 +1300
From: Suanna Smith <suannahsmith@gmail.com>
To: ben.allen@uni.edu

Kiaora Mr Allen,

You probably won't remember meeting me, but I am a Speech and Language Therapist from New Zealand. I stayed with Cheryl and Larry Timion when I was in Iowa for 7 weeks Aug-Sept-Oct 2007 and spent some time with the Speech Pathology students at UNI, Price Lab School, and one other school in the area. I also came back to visit last year after spending 3 months as a singing teacher at French Woods Festival in New York.

I've heard that there are large cut backs happening throughout UNI and one of those involves looking at closing the Price Lab school. I wish you all the best with working out what works best for everyone involved, however I'd like to let you know that my time with the staff and students at Price Lab school was the highlight of my last five years. The experiences that students from UNI get working in PLS is far superior to that provided to our students in New Zealand - the involvement in all areas of the curriculum, the ability to do full class sound awareness teaching (which is a great literacy measure that I wish could be built into the New Zealand Speech Therapy service), and the freedom to help any child that needs support, is exactly how education should be - a service that helps to level the playing field our children find themselves in. I wish all the students and staff all the best with their futures. I hope that they will take forward the high level of service and amazing attitude that I witnessed everyday I was there in 2007.

Kia kaha (which means give strength/be strong in Te Reo Maori).
Suanna Smith

Subject: Fwd: Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:22 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Price Lab School
Date: Thu, 23 Feb 2012 16:10:20 -0600
From: Shirley Gansen <sgansen711@gmail.com>
To: ben.allen@uni.edu, mbruns@iastate.edu, herman.quirmbach@legis.iowa.gov,
brian.shoenjohn@legis.iowa.gov

Sirs:

I graduated with a BA in biology education in 1971 and an MA in science education in 1992. I taught for 33 years and am presently an adjunct teacher at Clarke University in Dubuque. My daughter, Anna, is a senior at UNI, majoring in Spanish education. We both had invaluable experiences at PLS which helped prepare us to be teachers. I also worked with Mr. Jim Kelly in the 1970's, helping to pilot a science program he was working with. I know that educational funding is low, but yet the state legislators have emphasized that we need QUALITY teachers--it seems to be an oxymoron, therefore, to even consider closing PLS. Sophomores in education at UNI spend a considerable amount of time at PLS--many do not have cars. How could they go to other schools and do this? The teachers at the other schools also would not have the expertise that the PLS teachers have in the field of guiding the teachers of tomorrow.

UNI is considered to be one of the top universities in the COUNTRY in the field of teacher preparation. Do you want to endanger this???

I IMPLORE YOU to vote not to close Price Lab School! Our youth deserve and need it to stay open!

Thank you for your time.

Shirley Gansen
2350 Coates St.
Dubuque, IA 52003

Subject: Fwd: Closing Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:21 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Closing Price Lab School
Date: Thu, 23 Feb 2012 10:19:31 -0600
From: [REDACTED]
To: Benjamin Allen <ben.allen@uni.edu>

Dear Ben Allen,

In my opinion the idea of closing Price Lab School is absurd. I understand the need to cut it due to budgeting reasons but how about you and all the others here at UNI who are getting over paid take a pay cut? UNI is one of the top Teacher Education Schools not only in the state but in the nation. How do you expect to keep this ranking without Price Lab School? Closing Price Lab School will only put more costs on us as students. How is it fair to us students that we are paying higher tuition yet getting our experience cut? Not only are we getting our experience cut but we will have to pay more of our own money for gas to travel to schools miles away. I hope you reconsider the affects this will have on us students who came to UNI because of the top ranked Teacher Education Program.

Sincerely,

[REDACTED]

Subject: Fwd: Price Lab. My future at UNI
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:20 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Price Lab. My future at UNI
Date: Thu, 23 Feb 2012 09:58:40 -0600
From: [REDACTED]
To: ben.allen@uni.edu

One of the reasons I wanted so badly to come to UNI was because of the teacher education program. I talked to many people and knew that I could get out of here in 4 and half years. But now with the closing of Price Lab I ask you, will I get out now? There were 500 level 2 students that went to Price Lab last year. Next year I will be doing my level 3, but where are they going to place me and all the other level 3, 2, and 1s? There is no room for us out there. I heard you have not talked to principles of Waterloo/Cedar Falls area. Do you think they are ready for 500+ level 2 students? Will they have space for my methods classes that want me to do 15 hours of experience? The only maybe option you have is to place us more than an hour away! Is UNI going to pay for a car for me, or gas for that car? Please tell me you have a plan, because if I have to be here even longer, I will be leaving UNI. With the price to stay going up every year, and now the chance of me leaving in a timely manner decreasing I have no other choice but to go to another university.

Price Lab is not just a kind of high school in Iowa. The students there are just as much a teacher to me as my mentor teachers. The teachers at Price Lab help every preserves teacher grow into great teachers. They are trained to do that. Not many places can say they can do that. I am very disappointed in the decision, and would like to know what your plans are for placement. Because I am UNI. I am important. UNI students are the future teachers of America. Don't you want to give us the best program around? I hope that you can see that closing Price Lab will have long term downfalls. It may help in short term money problems, but in the long run you are going to lose UNI students.

[REDACTED]
Earth Science Teaching Major

Subject: Fwd: Our grandkids
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:19 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Our grandkids
Date: Thu, 23 Feb 2012 09:27:17 -0600
From: Sandy Bucher <sandybucher@mchsi.com>
To: ben.allen@uni.edu <ben.allen@uni.edu>
CC: Bucher Jim <jimbucher@mchsi.com>

Dear President Allen,

If the Lab School is closed it is very important that the needs and concerns of the students are addressed.

Please keep in mind if you decide to close the Price Lab School that there are 350 kids that will have their lives turned upside down. We moved several times when our kids were young because my husband was transferred. It is not easy for kids to change schools. One of our kids adjusted much easier than the other. It is very sad for child and parent when the child comes home crying because he/she doesn't know anyone and sat alone at lunch.

One of the reasons stated for closing the school is that there is a need for a new building. I'm sure the building probably needs repairs, but it's not the building that matters, it's what happens inside the building. In this case there could not be a more loving and caring atmosphere anywhere.

Closing the Lab School will be a great loss for the kids that go to school there, for Cedar Falls and the State of Iowa as a whole.

Sadly and Sincerely,

Grandma and Grandpa Jim and Sandy Bucher

Subject: Fwd: Price Lab
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 8:23 AM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,
I did not respond to this.
Ben

----- Original Message -----

Subject: Price Lab
Date: Thu, 23 Feb 2012 22:11:42 -0600
From: Jim and Mary Lou Busta <jbmlb@springgrove.coop>
To: <ben.allen@uni.edu>

I am an alumnus of UNI in the education program—I see the value of the Price Lab school being very important to the field of education. It needs to be kept open.

M L Busta
1971 graduate

Subject: Call the Courier questions

From: Stacey Christensen <stacey.christensen@uni.edu>

Date: 2/27/2012 9:40 AM

To: "Countryman Ph.D. Countryman" <lyn.countryman@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

CC: Stacey Christensen <stacey.christensen@uni.edu>, Benjamin Allen <ben.allen@uni.edu>, Jennifer Yarrow <Jennifer.Yarrow@uni.edu>

All, below are three more Call the Courier questions. I need to provide three to four sentence (max.) answers and in a timely manner as well. Can you please provide responses by tomorrow and I'll compile. Ben, I've cc'd you because of the second question.

Is the Price Lab School considered a public school, private school or a lab research project?

If they want to keep Price Lab open, why don't they charge the same tuition as Valley Lutheran or Columbus does? Is there a chance they could stay open then?

What is the total enrollment at the Price Lab School in Cedar Falls, how many are elementary and how many are high school students?

Stacey Christensen
University of Northern Iowa
Public Relations Manager
stacey.christensen@uni.edu
319-273-6728
www.uni.edu/newsroom

Subject: Fwd: Closing Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 12:10 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Closing Price Lab School
Date: Mon, 27 Feb 2012 10:14:53 -0600
From: [REDACTED]
To: ben.allen@uni.edu

Hello President Allen,

My name is [REDACTED] and I am a sophomore at the University of Northern Iowa. I am sure that you have heard of the recent proposal to close the Price Laboratory School. I am writing you in concern to this proposal. As a student in the College of Education, I have had the opportunity to gain a greater knowledge of what it is like to be a teacher. I chose the University of Northern Iowa for the excellence of its education program. Being from North Liberty, I could have easily gone to the University of Iowa or Kirkwood Community College, but the program for education at the University of Northern Iowa is far better than the other two schools previously stated. While here, I have had the opportunity to be in two classrooms, and this was all in two years of being an undergraduate student. Price Lab School is an essential part to the university because it allows the College of Education students to have another field experience. The University of Iowa prides itself on having a great nursing program and having the hospitals and clinics nearby. Iowa State prides itself on agriculture and the facilities they have on their campus to provide the students with their experiences. The University of Northern Iowa currently prides itself on its education program, but without Price Lab, the education program will lose many students! I have enjoyed my time here at the university and have had a number of excellent accomplishments. I have been on the Dean's List every semester of my college career, I am currently the President of my residence hall, I am a member of Alpha Phi Omega (an international service fraternity, based on scouting), Kappa Delta Pi (an international honor society for education majors), Phi Eta Sigma (an honor society for first year students), National Society of Collegiate Scholars, UNI Bowling Team, and many more wonderful organizations. I feel very involved with my major and many things on campus, but losing Price Lab School would make me feel less connected to the university. When I graduate, I want to say "I graduated from the University of Northern Iowa with a

degree in Elementary Education and I am a proud panther, and I will fight for them!"

I hope you take into consideration everything I said and think about how the closing of the Price Laboratory School and how it will affect my education among many other students.

Thank you once again,

[REDACTED]

Subject: I Support UNI Shared Governance
From: [REDACTED] <[REDACTED]>
Date: 2/27/2012 10:27 AM
To: Benjamin Allen <ben.allen@uni.edu>

From the passionate speech of UNI professors, I now see this support is now no longer synonymous for support for you. Your policy change towards Price Lab is an abomination and the idea of this school without it hurts every education major at UNI.

What is a college without adequate tools to teach? What is a college without professors? What good is a school that has the educational depth of Oprah's Book Club, when all the soul and foundations of this school have been stripped away by financially guided policies?

Is a place like that truly a place of learning.....or a business?

I believe these passages below should sound familiar, although their meaning may escape you.

Appendix B: From AAUP's Two Statements from Policy Documents & Reports, ninth edition, "Statement on Government of Colleges and Universities," 10-11.

I. Introduction: . . . a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

II. The Academic Institution: Joint Effort C. Internal Operations of the Institution. The framing and execution of long-range plans, of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community. Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communications and the system of responsibility for the making of decisions.

. . . . A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analysis of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocations of authority will determine the flow of information and the scope of participation in decisions.

. . . . The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Appendix C: Constitution of the University Faculty. Article IV: Jurisdiction

2. General Principles. The faculty has the right to be adequately informed about and to participate jointly with the related components of the University in the determination of policy touching all aspects of the University's operations. The faculty may formulate and recommend policies to the President of the University on all subjects of University concern. The faculty shall play a central role in all decisions regarding educational policy and curriculum. The faculty functions through consultation and review in personnel decisions that can modify the faculty's professional identity, professional quality, and working environment.

I am doing this to support the faculty at UNI and to respond to their requests of support from we students who benefit from their teachings in all things.

-UNI Senior-

Subject: Fwd: TEF MPLS 2nd motion

From: "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

Date: 2/27/2012 12:09 PM

To: Kevin Fangman <kevin.fangman@iowa.gov>, Ben Allen <ben.allen@uni.edu>, youngj@cfschools.org, mdavis@postville.k2.ia.us, tupper@davenportschools.org, pbarry@nwaee.k12.ia.us, dwhaley@iastate.edu, susan-lagos-lavenz@uiowa.edu, janet.mcmahill@drake.edu, Robin Mebus <robinmibus@mchsi.com>, fbuie@keystoneEMC.com, bob.kressig@legis.state.ia.us, chris.hagenow@legis.ia.us, brian.schoenjahn@legis.iowa.gov, paul.mckinley@legis.state.ia.us, aphomvisay@marshalltown.k12.ia.us

Begin forwarded message:

A MOTION BY THE UNI TEACHER EDUCATION FACULTY in a second emergency meeting 6/2012, passed unanimously:

We, the UNI faculty responsible for teacher education, confirm our opposition to President Allen's recommendation to close MPLS. Due process has not been followed. Consultation with teacher education governing bodies has not occurred. We request the Regents or their agent provide the following to the Teacher Education Executive Council before any final decision is made:

- full disclosure of all data considered by UNI Central Administration, including all sources and a detailed timeline;
- ample opportunity for all teacher education governing bodies to respond and provide additional relevant data;
- a review of the process used to make the decision and its implications for curriculum and state code (Chapter 79) requirements;
- a review of the process used to make the decision and its implications for governance, particularly the precedence for top-down decision making in an institution that values shared governance;
- any plans to assure teacher education students will receive a premier clinical experience at Level 2;
- a detailed analysis of the impact on all other field experiences (including Level 1, Level 3, methods courses, and student teaching) in the future;
- any plans to assure that the R&D function is maintained.

We request that the results of the vote on this motion be sent to: The Iowa Board of Regents, Dr. Ben Allen, Dr. Gloria Gibson, Dr. Dwight Watson, all

members of the Academic Affairs Council, all members of the President's Cabinet, the University Senate, the Teacher Education Faculty (TEF), the Elementary and Secondary Senates, the TEF Executive Council, the Teacher Education Advisory Board, the R&D School Advisory Board, Director of Iowa DE Jason Glass, all members of the Iowa Legislature, and the news media.

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

Inspiring Innovation in Education

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

UNI Mission

Subject: Steve Corbin: Kudos for recent decisions--proud of you two!!!
From: Steve Corbin <steve.corbin@uni.edu>
Date: 2/27/2012 7:22 PM
To: Benjamin Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

Gloria & Ben:

Bottom Line: I H-i-G-h-L-y commend both of you for making your tough decisions after your due diligence and several years of data & investigation related to Price Lab School closing, museum closing, print services outsourced, reduction of athletic department support, possible outsourcing of Public Safety, and eliminating bachelor & master degree programs that graduate so few students that if each program were applying for a loan, the ROI would look so poorly, their loan application would be denied!

ONLY read the following "if" you've got time . . . if not, I understand . . .

- 1) My undergraduate degree from UNI (1970, A.D.!) was in Marketing Education (all MKTG majors were teaching majors until my sr. year). As such, I participated in Price Lab School observation & participation activities. In my sophomore year I knew that Price Lab was not that valuable. Why? There were sooooo many of us participating in observation activities that there were days there were more of us teachers-in-training than students in the classroom. After a while our teacher, Mr. Nelson, told us that we were getting in the way and that if we wanted to bring our books and study or just stay home that that would be fine with him. As immature 18-19-20-21 year olds, we stayed in our dorm or at least went to the lounge to play some card game.
- 2) When Linda Corbin and I took our oldest son, Dan, to pre-school activities at Price Lab School, we were told by the teacher that Dan couldn't count, didn't know his colors, and didn't know the alphabet. We knew just the opposite. After quizzing the teacher if she got Dan mixed up with someone else, she said "no." In visiting with Dan about the situation, he then brought home several learning activities where he did indeed know his colors, count and write out all letters of the alphabet--we knew it was Dan's work! When we showed the teacher his work, she said, "well, someone else must have done this for Dan." When we brought Dan to a meeting with her, I've only once seen more stammering and stuttering, with never an apology coming forward. We withdrew Dan from Price Lab School and his next Pre-School teacher, Mrs. Miller, a UNI graduate, living near Denver, Iowa, said that that wasn't the first experience of such a nature she had encountered with Price Lab teachers.
- 3) In 1975 I came to UNI on soft-money (federal Perkins Vocational-Technical Education money) as a pre- and in-service Marketing Teacher Educator. We prepared H.S. & Comm. Col. Marketing Vocational-Technical Educators here at UNI as well as conducted in-service extension-like services throughout Iowa for the ~75 H.S. Marketing Education & ~25 Community College Marketing Education teachers. My peer, Dr. Roger Ditzenberger (who was one of my undergraduate profs), and I refused to have any of our freshmen, sophomore, juniors, seniors or graduate students EVER step one foot into the Price Lab School as Ditz' (nickname) saw how Price Lab was not training us as was espoused. Ditz' and I were able to

get our Marketing Teacher-Coordinators from Cedar Falls H.S., Waterloo East H.S., Waterloo West H.S., Hawkeye Community College, Iowa Falls H.S., Decorah H.S., Charles City H.S., Oelwein H.S., Kirkwood C.C., DMACC, NIACC, Marshalltown H.S., and the list goes on and on to "take care" of our students' Phase I, II & III learning activities, usually on the H.S./C.C. teacher-coordinators own time and not one dime! Our students-in-training knew about Price Lab and were very appreciative that we were able to get them waived from a Price Lab disaster and give them solid preparatory training.

4) As a 11 year elected Denver Community School District Board of Education member, I've had several meetings with board members & superintendents from surrounding schools and all of us were perplexed as to whether the Price Lab School was actually a "laboratory" or just like them, but with privileges. I concur with Glenn Hansen's (Dean Emeritus, UNI Continuing Education) take, stated 6-8-10 years ago, on Price Lab: we should tell all Price Lab parents that we will experiment in every class with some form of research and your child may come out OK or s/he could have a less-than-desirable experience and YOU decide if you want your child to be in this research-based experiment . . . as he felt, via both of his kids graduating from Price Lab, that it was not an experimental or laboratory school, rather just another school surviving year by year.

5) I can't recall one good leader of Price Lab School and I've been here 37 years! President Emeritus Robert Koob came "this" close to closing down the Price Lab School one decade ago and got spooked at the last moment. He should have followed through with the data and knowledge he had as the statistics were definitely on his side. We've known for decades now that the school has expired its original function, mostly due to poor leadership.

You two are to be commended on your excellent leadership! Gloria: call me as you, Doris and I know where there's some fine with and superb hors d' oeuvres with our name on it (cell 319-290-9779). Ben: in your first couple of years here, you use to purposely have a one-on-one meeting with me where I let you know what-the-buzz-was-on-campus . . . The Library is still open for such a confab.

Have a great day and a better tomorrow. - Steve Corbin @ Feb. 27, 2012

###

Subject: STAND TALL and STAND PROUD

From: Tom Richtsmeier <trichtsmeier@cfunet.net>

Date: 2/27/2012 1:47 PM

To: "'ben.allen@uni.edu'" <ben.allen@uni.edu>

President Allen,

I salute you! Pardon my bluntness but you are the first UNI President with a big enough pair of gonads to make the tough call regarding Price Lab School. Hang in there and fight the good fight.

Past UNI employee (1982-2008), warmest regards,
Tom

Tom Richtsmeier, P.E., C.E.M.
Energy Resource Manager
Cedar Fall Utilities
1 Utility Parkway, P.O. Box 769
Cedar Falls, Iowa 50613
PH: 319-268-5304
FX: 319-268-5319
trichtsmeier@cfunet.net

	R&D Athletics	FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance			
	Personnel	138,726	50,791	12,367	63,158	75,568	2.4%	(35,602)	
	Supplies & Svcs	4,556	7,762	390	8,152	(3,596)	0.1%	(1,169)	
	Transfers Out	0	0	0	0	0	0.0%	-	
	Total Expense	143,282	58,553	12,757	71,310	71,972	2.5%	(36,771)	0
	R&D Athletics - O&M								
	Personnel	0	0	0	0	0	0.0%	-	
	Supplies & Svcs	11,300	7,018	0	7,018	4,282	0.2%	(2,900)	
	Transfers Out	0	0	0	0	0	0.0%	-	
	Total Expense	11,300	7,018	0	7,018	4,282	0.2%	(2,900)	0
	R&D Athletics - Trans								
	Personnel	0	4,605	0	4,605	(4,605)	0.0%	-	
	Supplies & Svcs	25,750	420	0	420	25,330	0.4%	(6,608)	
	Transfers Out	0	0	0	0	0	0.0%	-	
	Total Expense	25,750	5,026	0	5,026	20,724	0.4%	(6,608)	0
	R&D Nutrition Fund								
	Personnel	131,940	68,669	43,176	111,845	20,095	2.3%	(33,860)	
	Supplies & Svcs	103,804	64,458	105	64,563	39,241	1.8%	(26,640)	
	Transfers Out	0	0	0	0	0	0.0%	-	
	Total Expense	235,744	133,128	43,281	176,408	59,336	4.0%	(60,500)	0
		5,844,875	2,844,389	1,534,775	4,379,164	1,465,711	100.0%	(1,500,000)	-

[illegible]

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59,231
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153,880
100,634
4,074
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104,707

133,857
3,137
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136,994
268,842
743
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269,585
76,014
10,563
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86,577
39,042
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32,039
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103,124
3,387
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106,511
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19,142
-
19,142
98,080
77,164
-
175,244
4,344,875

Greetings from IC

Subject: Greetings from IC

From: Adam Bentley <Adam-Bentley@iowa-city.org>

Date: 2/27/2012 9:43 AM

To: "ben.allen@uni.edu" <ben.allen@uni.edu>, "pat.allen@uni.edu" <pat.allen@uni.edu>

Ben:

I wanted to write you and Pat and just send you my well wishes. I can only imagine the challenges you have faced re: the PLS issue both personally and professionally. I spoke to Cary and Frank on the phone yesterday and they just wish you both all the best as well. Please know that you both are on my mind and that UNI couldn't have two greater individuals leading UNI.

Adam

Fwd: Re: Draft Remarks and Script

Subject: Fwd: Re: Draft Remarks and Script
From: Patricia Geadelmann <patricia.geadelmann@uni.edu>
Date: 2/27/2012 8:17 AM
To: Ben Allen <ben.allen@uni.edu>, jennifer.yarrow@uni.edu

fyi

----- Original Message -----

Subject: Re: Draft Remarks and Script
Date: Mon, 27 Feb 2012 08:16:16 -0600
From: James O'Connor <james.oconnor@uni.edu>
To: Koppin, Sheila Doyle [BOARD] <sdoyle@iastate.edu>
CC: JAMES O'Connor <james.oconnor@uni.edu>, Jeneane BECK
<jeneane.beck@uni.edu>, PATRICIA L GEADELMANN
<Patricia.Geadelmann@uni.edu>

Sheila,

I agree. I also recommend removing the sentence, "He has held off tougher decisions for as long as possible."

Jim

On Feb 26, 2012, at 10:56 PM, Koppin, Sheila Doyle [BOARD] wrote:

Jim,

I'm not sure what Regent Lang has in mind for personalizing his remarks on Ben (see note below), but if he needs suggestions, do you have any ideas? Thanks.
Sheila

From: Craig Lang [mailto:calangfarm@gmail.com]
Sent: Sunday, February 26, 2012 05:58 PM
To: Koppin, Sheila Doyle [BOARD] <sdoyle@iastate.edu>
Subject: Re: Draft Remarks and Script

Shelia

I have a few changes to suggest. One is to remove "he has held off tougher decisions" others are to personalize in a few places. I will be in the board office at 10:30.

Thanks,

Subject: Price Laboratory School

From: Evan Shanley <eshanley@marionfamilyymca.org>

Date: 2/28/2012 2:25 PM

To: "ben.allen@uni.edu" <ben.allen@uni.edu>

Dr. Allen,

I am alumni from the University of Northern Iowa (2007), as well as Northern University High School (2002). I wanted to write to express my support and sympathy to you and everyone involved making the tough decisions during this difficult time. As much as I would love for my alma mater to stay open for many other generations of Cedar Valley students, I understand the tight budget the University is facing, as well as the incredible investment it will take to keep PLS open and functioning. As a whole, it is unfortunate that the state is in such a position to have cut funding to our public Universities. I can't imagine what it's like to be in the position to make the decisions you've had to make. Keep up the good work, I know you're doing what you think is best for the University, and that's what matters the most.

Respectfully,

Evan Shanley

Aquatics Director & Head Swim Coach

Marion Family YMCA

Wopat YMCA Center

645 Barks Road East, Marion, OH 43302

(P) 740.725.9622 (F) 740.389.1287

(E) eshanley@marionfamilyymca.org

The Y: We're for youth development, healthy living and social responsibility.

Subject: In support of Price Laboratory Research and Development School
From: Jim Sweigert <james_sweigert@yahoo.com>
Date: 2/29/2012 3:36 PM
To: "ben.allen@uni.edu" <ben.allen@uni.edu>
CC: "deborah.berry@legis.state.ia.us" <deborah.berry@legis.state.ia.us>, "bill.dotzler@legis.iowa.gov" <bill.dotzler@legis.iowa.gov>, "jeff.danielson@legis.iowa.gov" <jeff.danielson@legis.iowa.gov>, "Anesa.Kajtazovic@legis.state.ia.us" <Anesa.Kajtazovic@legis.state.ia.us>, "bob.kressig@legis.state.ia.us" <bob.kressig@legis.state.ia.us>, "Walt.Rogers@legis.state.ia.us" <Walt.Rogers@legis.state.ia.us>, "lyn.countryman@uni.edu" <lyn.countryman@uni.edu>

Dr. Benjamin J. Allen, President
University of Northern Iowa
Cedar Falls, Iowa 50614

Dear President Allen:

I recently learned of your decision to close the Malcolm Price Laboratory (Iowa Research and Development) School. As a former PLS faculty member, this decision is one that will have negative consequences not only for the Lab School, but for UNI and the state of Iowa, in general. It is my fervent hope that you will reconsider this move, particularly considering that the entire U.S. education system needs more schools such as Price Lab. My opinion is based on my long personal experience in teaching in a variety of educational settings around our nation and around the world.

Please understand that, like you, I am also someone who is careful with money; I spend what I have, and what I don't have, I do not count on. Most responsible citizens do not spend money they don't have, and as such, might be persuaded to believe that they can jettison expenditures and projects that they feel will not provide any 'bang for the buck.' Having said that, you know better than do I that the education profession is not the same as business; the very future of our country depends on leaders who make sound, long-term decisions regarding education policy for the good of their city, state and country. In order to promote the development of a citizenry that is educated and that has the requisite background in the civics of our free republic, it is imperative that we remain committed to an excellent education for all of our young people. At this point in time, numerous politicians from both major political parties have tried to score points by getting rid of things in education they see as waste; the main benefactors of this, in my experience, are testing companies and other for-profit educational entities that seek to use various government grants and other federal and state support for their own gain. These stakeholders are just that in name only; the stakes they hold serve to preserve their own bottom line, or the bottom line of their shareholders. As regards your decision to close the Lab School, it is my understanding that one of the paths being considered is the 'farming out,' so to speak, of the role of PLS faculty to various online academies or other virtual schools. Most of these organizations have very little experience in actual teaching; in fact, they tend to provide a limited, perfunctory approach to education, much like what most Americans receive when they phone a help desk representing a

company that has sold them a computer or some other household appliance. My experience has been that these people know very little about the real world in which we all live, let alone the country that we all call the United States. The extensive research-informed, best-practice knowledge base that Lab School faculty possess will not be easily replicated.

Just today I read an article in the *Waterloo Courier* regarding your own plans for the future of a research and development school for Iowa: "How that will look and how much it will save is still unclear, though. Allen told the Regents Monday that the new research and development model would likely utilize a 'think tank' approach that would involve faculty and staff, primarily from the College of Education. The critical research questions would be identified and research would be conducted and disseminated. Visiting scholars from across the state and nation would also be invited to participate." (*Waterloo Courier*, February 27, 2012) While this approach might, in a perfect world, seem plausible, there are a number of questions that must be answered. First of all, how many College of Education faculty are willing, either in place of or in addition to their current teaching and research load, to perform such a function? Conducting research and providing outreach is a full-time job for anyone, and if I were a member of the UNI COE faculty, I would be very concerned about what would be expected of me in the coming years. Is UNI's plan to pay interested COE faculty more? If not, how will it enforce this additional workload? What sort of incentives would be in place for those willing to do so? Would provisions for tenure and promotion be contingent on those agreeing to participate versus not agreeing to do so? Secondly, how many of these COE faculty actually have K-12 teaching certification/licensure in the state of Iowa, and/or experience teaching any subject in an authentic K-12 classroom setting? After all, no matter the number of terminal degrees a faculty member may have, there is no replacement for someone who has actually gone through and been trained to be a K-12 teacher. Finally, does a majority—or at least a plurality among those with an opinion—feel prepared to give up large amounts of their time to work with K-12 faculty around the state who may or may not have the training that PLS faculty currently have? That is, if PLS faculty understand the mission of and have the expertise to devote to training pre-service teachers, does one think that the average K-12 teacher in Iowa has the same motivation and experience?

My own background tells me that this is folly, particularly if one discusses the issue of Cedar Falls and Waterloo schools absorbing PLS students and UNI pre-service teachers. I know well and have worked with countless teachers in both systems, and they simply do not have the training or the time necessary to deal with students participating in field experience/pre-service practica or student teaching assignments. Though I taught five classes a day when I worked at Price Lab, at least I had the training and expertise necessary to work with pre-service teachers, no matter whether they were UNI students or not. (I also worked with a number of pre-service teachers from the University of Iowa.) My own recent teaching experience here in Maryland backs this up: over the past six years I taught Russian language at a magnet school in Baltimore; due to my Lab School experience, I was most happy to take on student teachers and other practicum students from Towson University and the University of Maryland. Though I didn't have much extra time to devote to such an endeavor on top of a full teaching load, I looked forward to working with and assisting these students transition into full-time teaching positions. Most of my colleagues would ask why I wanted to do this

extra work 'outside the contract,' since I wasn't being reimbursed for it. My own answer was that the Lab School taught me that this was a professional duty, and that those teachers who did not wish to work with pre-service teachers were, in effect, doing themselves a disservice. However, this sentiment is common only at schools such as the Lab School, and not at most U.S. schools, in general. I remember well that on many occasions, after having told someone that I was proud of my teaching career in Iowa and at the Lab School, I would hear dismissive comments such as, "Iowa?! You've got to be kidding me! Just a bunch of tumbleweed and corn!" My reply would always be that if the teachers at that school were even one-tenth as skilled, experienced and gifted as at PLS, that school would win every conceivable state and national award, every year. Maryland—and other states—have a lot to learn from Iowa, in general, and from the Lab School, in particular.

It is this experience teaching in a so-called 'regular' high school—many non-PLS teachers regularly referred to themselves with this adjective—that really taught me the value of the Lab School. While many of my own students excelled in their subject area, earning a number of state and national awards, many other students in the Baltimore school did not do nearly as well. Even the flow of money didn't always make much of a difference. Indeed, over the years, an increasing amount of funding was found in order to provide after-school training time to help students pass their high school assessment exams (HSAs); in spite of the extra money, passing and success rates remained relatively static. Students were often prepared by instructors who were not licensed, who lacked classroom teaching experience, who were from other countries where teacher training was not as thorough as it is here, or who were simply in it for the extra money. As a result, very little was gained compared to the extra money spent. This put extra pressure on the regular classroom teachers, who felt more compelled to 'teach to the test,' which only made matters worse. Additionally, this put extra strain on teachers like me, who had to work extra to cover units and topics in tested-area subjects—outside of our own subject areas—like social studies and mathematics. This wasn't the fault of the teachers in the tested content areas; rather, the focus on testing alone made good teachers look mediocre, and mediocre teachers look...well...not so good.

This sort of problem would never have occurred at Price Lab. Indeed, when I taught at the Lab School, the Russian and French language programs were the best in the state of Iowa, as evidenced by their successes in oral and written language contests. All language programs conducted annual exchanges with partner schools in Chile, France and Russia, with the ones to and from Russia being funded by grants we wrote to organizations partnering with the U.S. Department of State. Instructors in the foreign language content areas were leaders in their respective fields and organizations, and won numerous awards. Additionally, the mathematics, social studies, English/language arts and science programs were top-notch, and numerous student and faculty awards were the norm. (I don't remember spending a lot of time teaching or re-teaching other subjects to students when I was at PLS; in fact, my colleagues in those subject areas were of assistance to me, and it was much easier to team-teach or co-teach these subjects with those other teachers.) At the elementary and middle school levels, instructors received numerous grants to promote best-practice programs, the most memorable of which was, perhaps, a program grant to improve child safety on PLS playgrounds. In short, it would take a fairly large novel to describe the sort of excellence in

teaching, research and service I witnessed and participated in when at Price Lab. Since they spend so much time on top of their classroom teaching assignments working on research, leading UNI students in their practica, and providing service to their respective professional fields, I know that the teachers at PLS don't have time to argue these points. They are committed, best practice-oriented individuals, who have more experience, knowledge and work ethic within their fields than can be thought possible. They are working very hard to provide what UNI, as a leader in teacher education, really needs to continue to be: a model for other teacher education programs throughout our nation and our world. It's no accident that when Slovakia and Romania were looking to education reform in the 1990s, they approached UNI and PLS for assistance.

A number of years ago I had the opportunity to speak with a couple of faculty members in the University of Iowa's College of Education; these two professionals worked with me over the years on a number of initiatives, among them placing their own pre-service teaching graduates with me in student teaching assignments at the Lab School. They remarked that one of the worst things that ever happened at Iowa was the loss of its own laboratory school, and that they were thankful that the state of Iowa and UNI still kept PLS open. Perhaps they spoke too soon, but given their long service and experience in teacher education, I happen to trust their judgment.

When my wife and I worked at UNI and lived in Cedar Falls, we had so many wonderful colleagues and friends. We feel blessed to have had this opportunity, and our experience at UNI helps to inform our opinions regarding education to this day. UNI is a great university, mainly because it stands alone in training so many of Iowa's—and the nation's—future teachers. However, this honor and credit will be in severe jeopardy if the Lab School is closed. The Lab School is, in effect, perhaps the only thing that makes UNI unique when compared to the other state universities. My honest opinion is that without the Lab School, there really is no point in keeping UNI open. There is a saying in Russian that goes something like this: "If we don't preserve and protect what we have, we'll end up crying (about it) when we've lost it." This is very much apropos to the situation regarding Price Laboratory School.

Leaders have to make difficult decisions. I learned this from experience while managing international education programs at an organization in Washington, DC, that saw its funding cut during the mid-2000s. There were many times when I wanted to operate a program for which funding did not exist. On those occasions, however, when a worthwhile program was struggling, I worked hard to convince my own superiors of the need to maintain funding, in spite of the long odds. I did this because I knew that these were programs in which participating teachers were working diligently to improve student progress, and as a manager of such programs, I was witness to the type of leadership that occurs when teaching rises to the level of excellence.

Excellence in teaching is not simply a matter of high test scores or school status. Though I do not always agree with his positions, *Washington Post* columnist Jay Mathews perhaps said it best when, remarking on the potential failure of 'Common Core' standards among various states, he said, "I have interviewed hundreds of teachers who significantly raised student achievement. How teachers are trained and supported in the classroom is what matters...." (*Washington Post*, Metro section, February 23, 2012, page B2). I could not have said it any

better myself.

Good—and excellent schools—are not that way by accident, but rather, are a result of excellent leadership and teaching. UNI needs to make every effort to support Malcolm Price Laboratory School; otherwise, it would make more sense to discontinue the efforts of the entire university. When compared to its sister Regents universities, the education program is the one thing that distinguishes UNI in the eyes of every Iowan. President Allen, now is the time for you to make a very important decision. I would urge you, the Board of Regents, and the Iowa Legislature to make every effort to lead our nation by supporting the Lab School and keeping it open.

Most sincerely,

Jim Sweigert
Rockville, Maryland
Teacher, Price Laboratory School (1991-2003)

cc.: Cedar Valley-area Iowa Legislators
Dr. Lyn Countryman, Interim Director, Price Laboratory School

Subject: Re: lab schools univ. of MI
From: Ben Allen <ben.allen@uni.edu>
Date: 2/13/2012 9:00 PM
To: Brenda Buzynski <brenda.buzynski@uni.edu>

Brenda,

Thanks.

Ben

Brenda Buzynski said the following on 2/13/2012 8:57 PM:

Ben,

In a quick search - below are some articles re: Lab Schools and U of M -- it appears the univ. partners with existing k-8 schools - to conduct research - review year-round schooling options etc.

I didn't read - that the University - had its own school.....rather they partnered with existing schools....

- Brenda

1) <http://www.annarbor.com/news/education/proposed-lab-schools-program-will-be-presented-to-ann-arbor-parents-at-two-forums-later-this-month/>

Nov. 9, 2010 - articles

The proposed lab schools collaboration between **Ann Arbor Public Schools** and the **University of Michigan** will be presented to parents in two upcoming forums.

The lab schools program, slated to be housed at **Scarlett Middle School** and **Mitchell Elementary School**, would create a K-8 campus between the two schools through a partnership with the **U-M School of Education**.

2) <http://www.annarbor.com/news/proposed-lab-schools-program-between-u-m-and-ann-arbor-schools-to-be-developed-in-the-next-year/>

Sept. 14, 2010

Proposed 'Lab Schools' program between U-M and Ann Arbor schools to be developed in next year

Year-round schooling, a more personalized learning experience and growth for certified and prospective teachers alike are among the plans for a "lab schools" program proposed today by **Ann Arbor** school officials.

The project — a partnership between **Ann Arbor Public Schools** and the **University of Michigan School of Education** — is planned for **Mitchell Elementary** and **Scarlett Middle** schools and would create a more integrated K-8 campus, officials say. The program would allow for intern teachers from U-M to work with students at the schools before, during and after school hours.

Scarlett principal **Gerald Vazquez** said the proposed plan is a great opportunity for the schools, district and university to form a mutually beneficial relationship. He said the program could make the campus a "hub" of its neighborhood.

"I would love it to be a full-service school and serve the southeast community," he said. "I want to meet the needs of not just the kids that attend Scarlett and Mitchell, but the entire community."

Vazquez and Mitchell Principal **Kathy Scarnecchia** were among the school officials who gave members of the Ann Arbor schools board's Performance Committee an update on the project Tuesday morning. Scarnecchia stressed officials are currently operating without a timeline, but Superintendent **Todd Roberts** said the goal is to have the program up and running by the fall of 2011.

Roberts said the program would be similar to the district's summer learning institute, where a certified Ann Arbor teacher works with a pre-student teaching U-M student and a younger U-M student in a classroom with students. He said the program would not only benefit students, but district teachers as well.

3) org. chart for College of Education
<http://www.soe.umich.edu/files/orgchart.pdf>

--- Brenda

--

Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: uofM and ISU -- lab schools

From: Brenda Buzynski <brenda.buzynski@uni.edu>

Date: 2/14/2012 9:00 PM

To: Ben Allen <ben.allen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

attached is info. on UofM and ISU lab schools.

Brenda

--

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—Attachments:—

Iowa State Campus School.docx	27 bytes
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U of M.doc	27 bytes
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IOWA STATE UNIVERSITY's Lab School

Little information provide about the Lab School

- Overview
 1. Opened in 1924
 2. Officially called Child Development Laboratory School
 3. Relatively small school
 - ⇒ 4 Classrooms
 - ⇒ Children's library
 - ⇒ Administrative offices
 - ⇒ Research rooms
 - ⇒ Laundry room
 - ⇒ Kitchen
 4. Serves as a day care as well as a school
 5. **The Laboratory School offers full-day year-round programs for infants, toddlers and preschoolers.**
 6. Recognized as a **Level 5 Star** rating from Iowa's Quality Rating System (QRS)\
 - ⇒ The lab school, despite small is highly prestigious

LINKS:

<http://www.hs.iastate.edu/cdlab/>

[http://www.iowastatedaily.com/news/article ff9833a6-e17f-5921-8727-342a4f4f3d40.html](http://www.iowastatedaily.com/news/article_ff9833a6-e17f-5921-8727-342a4f4f3d40.html)

<http://www.hs.iastate.edu/content/news/launch.php?type=releases&id=105>

University of Michigan is working w/ Ann Arbor Public Schools to create a Lab School Program

1) The Proposed Program

- **Create a Lab School Program using 2 nearby public schools.**
 - A. Scarlett Middle School
 - B. Mitchell Elementary School
- Both the College and Public Schools are looking to improve their programs
 - A. U of M has a teachers college w/ college students looking for teaching experience & practice
 - (1) Need a place for students to get real world experience
 - (2) Don't want to run a lab school
 - (a) Cost of operation
 - (b) Time consuming
 - B. The Ann Arbor Schools would like more help in the classroom
 - (1) Increase teacher to student ratio, so that students get more one on one time with teachers
 - (2) Don't want to increase the number of full time paid staff
- **The proposed program would create a K-8 campus through a partnership with the U-M School of Education where both the college and the public schools gain something.**
- Program would not only benefit students, but district teachers as well.
- Current teachers will stay, but students for the college will help with class activities, sick/short staff, clubs, sports, etc.

LINKS:

<http://www.annarbor.com/news/education/proposed-lab-schools-program-will-be-presented-to-ann-arbor-parents-at-two-forums-later-this-month/>

<http://www.annarbor.com/news/proposed-lab-schools-program-between-u-m-and-ann-arbor-schools-to-be-developed-in-the-next-year/>

From: Ben Allen <ben.allen@uni.edu>

Date: 2/26/2012 2:28 PM

To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I believe the programming that the firm from Minneapolis used to estimate the cost of renovation and new construction of the Price Lab school was done by the R&D Implementation Committee and staff and faculty at the Lab School, correct?

Thanks,

Ben

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566

For deaf or hard of hearing, use Relay 711

Fax: 319-273-6494

Fwd: Price Lab renovation costs

Subject: Fwd: Price Lab renovation costs
From: James O'Connor <james.oconnor@uni.edu>
Date: 2/27/2012 4:02 PM
To: Ben Allen <ben.allen@uni.edu>
CC: JAMES O'Connor <james.oconnor@uni.edu>, JENNIFER S YARROW
<Jennifer.Yarrow@uni.edu>

Ben,

Who can provide this information?

Jim

Begin forwarded message:

From: Alison Gowans <alison.gowans@patch.com>
Date: February 27, 2012 3:55:37 PM CST
To: james.oconnor@uni.edu
Subject: Price Lab renovation costs

Hi Jim. Because you're not busy enough, here's another request for comment.

I working on a story, probably for publication sometime early tomorrow, about the \$17 to \$30 million figure that's been floating around as what is needed to renovate the Price Lab building. Price Lab interim director Lyn Countryman said that contractor Karr Tuckpointing estimates \$277,170 would be needed to meet immediate renovation needs.

Can you tell me what the \$30 million is meant to cover? When was that study done and by whom? Does the university have any response to the huge disparity in these two figures?

Thanks,

--

Alison Gowans
Local editor, Cedar Falls Patch
www.cedarfalls.patch.com

(319) 850-3474
alison.gowans@patch.com

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john.hoeft@patch.com

James O'Connor, APR
Executive Director
Office of University Relations
University of Northern Iowa
125 East Bartlett
Cedar Falls, IA 50614-0392
Office: (319) 273-2761
Fax: (319) 273-2888
james.oconnor@uni.edu
www.uni.edu

Subject: Fwd: FW: PLS/R&D School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/11/2012 2:45 PM
To: Bruce Rieks <bruce.rieks@uni.edu>
CC: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Bruce,

I don't know if you discussed this with Gloria or not. Would you be prepared to discuss this (what it means) at our budget committee meeting on Monday? I might not ask for it depending upon how the other items are moving along etc.

Thanks,

Ben

----- Original Message -----

Subject:FW: PLS/R&D School
Date:Tue, 7 Feb 2012 16:47:11 -0600
From:Dr. Dwight C. Watson <dwight.watson@uni.edu>
To:Gloria Gibson <gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>
CC:Brenda Buzynski <brenda.buzynski@uni.edu>

Ben and Gloria here are the budget models from Bruce. I think with this model, we could maintain the school. I would love to discuss this with you Provost before our meeting on Friday. We could invite Bruce in order to provide tailored interpretations.

Dr. Dwight C. Watson
Dean, College of Education
University of Northern Iowa

From: Bruce Rieks [<mailto:bruce.rieks@uni.edu>]
Sent: Monday, February 06, 2012 3:27 PM
To: Dwight Watson
Subject: PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. The is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

— Attachments: —

R&D school Breakdown_SSS_1.xlsx

27 bytes

Re: FW: PLS/R&D School

Subject: Re: FW: PLS/R&D School
From: Bruce Rieks <bruce.rieks@uni.edu>
Date: 2/12/2012 4:03 PM
To: Ben Allen <ben.allen@uni.edu>

Ben,

I haven't discussed this with Gloria or Dwight since I put this information together so I am not sure how they have used the information. I see that Dwight indicates that a certain model would work and still maintain the school. I'm not sure if this is different than the reduction he indicated to me but I would be glad to discuss what I know at this point.

The concern I did mention to Dwight was the need at some point to fine tune the operation with R&D management to verify the feasibility of such a reduction.

See you tomorrow,
Bruce

On Sat, Feb 11, 2012 at 2:45 PM, Ben Allen <ben.allen@uni.edu> wrote:
Bruce,

I don't know if you discussed this with Gloria or not. Would you be prepared to discuss this (what it means) at our budget committee meeting on Monday? I might not ask for it depending upon how the other items are moving along etc.

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CC:Brenda Buzynski <brenda.buzynski@uni.edu>

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Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

From: Bruce Rieks [<mailto:bruce.rieks@uni.edu>]
Sent: Monday, February 06, 2012 3:27 PM
To: Dwight Watson
Subject: PLS/R&D School

Dwight,

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I welcome any questions or suggestions you may have.

Bruce Rieks

Subject: Jan. 25 - 2002 list of events
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 2/14/2012 10:24 AM
To: cabinetonly@uni.edu

Cabinet only,

I'll send a brief - summary - of today's 7:30 am meeting -- -

but also - attached -

- 1) Jan. 25 -- 1st message from Ben to campus re: changes forthcoming.....tenured faculty to be impacted...
- 2) 2002 - chronological order of events - re: PLS announcements to change - but revoked etc...

- More info. to be sent.... - Brenda

--

Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

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—Attachments:—

January 25.2012.docx	27 bytes
PLS 2002.2-7-12.xlsx	27 bytes

January 25, 2012 – Wixted – 1st message sent to campus ---

Date: Wed, 25 Jan 2012 16:22:40 -0600
From: ben-allen@uni-mail.org



Office of the President

200 Stephenson Hall

Decorah, Iowa 52001-0702

Phone 270-2500

Fax 319-270-4564

Web: www.uni.edu/president

E-mail: president@uni.edu

Dear Faculty and Staff,

As we are all aware, the higher education landscape has changed dramatically, both in Iowa and throughout the nation. We have a responsibility to students, their parents and taxpayers of Iowa to strengthen our core mission, maintain our excellent academic reputation, enhance access and affordability, and prepare for the future.

Today the provost and Board of Regents representatives met with United Faculty representatives because of our need to make strategic budget decisions and to identify reallocations, which will support academic priorities. This reallocation of Academic Affairs resources will come through mergers, reductions or eliminations of academic programs. The University wants to ensure its compliance with the United Faculty Master Agreement and requested the "meet and confer" to seek input from the union on the definition of a "program area," as required by the contract. Unlike past academic program changes, tenured faculty will be affected in this reallocation process.

Our review is not limited to academic programs. During the past three years multiple study groups have reviewed all academic and non-academic programs, as well as services and outsourcing opportunities. Many changes have already been made with program and service closures, outsourcing work, and reducing staffing levels; and more of these changes will be made.

We will make an announcement about academic and non-academic program changes in the coming weeks. Additional information will be forthcoming on a regular basis. Decisions must be made so implementation of the resulting plans can begin.

I request your patience and understanding as we move through the process. It is important to our current and prospective students and their families that we continue to provide an excellent educational and collegiate experience at UNI.

Ben Allen

Subject: pls add - to timeline - 1 more group to notify -
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 2/14/2012 10:47 AM
To: cabinetonly@uni.edu

Jim,

Another stakeholder - to include in communication - re: PLS is:

R&D Advisory Council --- (includes 1 cf teacher - 1 pls parent - and 1 pls administrator)

They should probably receive an email ---

Brenda

--

Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

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request from faculty member Ken B - to attend a meeting - Feb. 23

Subject: request from faculty member Ken B - to attend a meeting - Feb. 23
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 2/17/2012 4:23 PM
To: Ben Allen <ben.allen@uni.edu>
CC: "jennifer.Yarrow@uni.edu" <jennifer.Yarrow@uni.edu>

Dear Dr. Allen,

I am writing as Chair of the PLS/NU Parents Advisory Committee to invite you or your representative to attend a special open meeting of the committee on Thursday, February 23rd. As I'm sure you know, your interview that appeared in the Waterloo-Courier caused quite a stir among parents and students in PLS/NU. The purpose of the meeting is discuss parent concerns. Though I realize this is extremely short notice, I'm sure parents would greatly appreciate it if you or your representative could attend. The meeting begins at 6:00 pm in Butzier Auditorium.

Thank you!

Ken Bleile
Chair, PLS/NU PAC

--

Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Re: PLS facility assessment

Subject: Re: PLS facility assessment

From: Ben Allen <ben.allen@uni.edu>

Date: 2/19/2012 5:47 PM

To: Michael Hager <michael.hager@uni.edu>

CC: Gloria J Gibson <gloria.gibson@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>

Michael,

Thanks for bringing this to our attention. Lets discuss this when we meet this week. Jennifer, please put this e-mail and the attachment on the iPad.

Ben

Michael Hager said the following on 2/19/2012 12:34 PM:

Ben and Gloria:

For the first time, I have read the facility assessment report which was mandated by, and submitted to the legislature per SF470 (2009). I have pulled out selective quotes and compiled them in the attached document. I am concerned about items on page 2 regarding the Interior Spaces and the Life Safety Code Issues. My understanding is that it is possible for a building to be out of compliance with existing codes (as codes change frequently) and it is not necessary to bring a building up to code unless a certain percentage of a building is renovated or codes mandate a change prior to a renovation. The extent to which the building is out of code compliance, from a political perspective, may be a concern. I would not think we are out of compliance from a legal perspective based on how Facilities has traditionally responded and corrected legal code violations. I am not an architect nor code expert, so my comments here should not be considered a legal opinion. As this was before my time in the position, I would need to consult with Morris about the issues surrounding this report to provide further guidance. If you have any questions, please let me know.

Michael

--

Michael Hager

Vice President for Administration and Financial Services

University of Northern Iowa

122 Lang Hall

Cedar Falls, IA 50614-0003

(319) 273-2382

Re: PLS facility assessment

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Selected excerpts regarding the PLS facility from the June 15, 2010 Existing Facility Assessment, per SF470 (2009) mandate and legislative funding.

Existing Facility Assessment

“There are many aspects of the building that are less than adequate for a modern educational facility. Even with regular maintenance and periodic remodeling, the building is showing signs of aging. Some of the usable spaces are undersized. The educational delivery is being negatively affected by the limitation of the building.” *Page 3.*

Existing Facility: Space

“The following areas are undersized or non-existent in the existing building:

- Receiving Area
- Project Spaces (non-existent) may have been partially remedied since report
- Early Childhood Classroom (non-existent) may have been remedied since report
- Student Commons (undersized)
- Swimming Pool (undersized for competitions)
- Faculty offices (undersized)
- Cafeteria/Food Service (undersized with poor location)
- Storage (undersized)
- Team Resource spaces (non-existent) may have been partially remedied
- Small Group Spaces (non-existent)
- UNI student classrooms/seminar rooms (non-existent)”

Seven pictures and two figures accompany this page.

Page 8.

Existing Facility: Organization

“The classroom configuration of this building is architectural rather than educational. The majority of classrooms are laid out along efficient double-loaded corridors. Most of the learning spaces are traditional classrooms, without a great deal of flexibility. This layout has worked well for mostly self-contained classrooms grouped by grade level or subject. The layout does not allow much variety of learning settings or group sizes. Learning activities that include the use of group work, project work and technology resources are not facilitated by the organization of spaces.” *Page 9.*

Four pictures and one figure accompany this page.

Existing Facility: Circulation

“Without any overflow space from the classrooms, student (*sic*) often use the corridors for all kinds of activities such as seating, waiting, and reading. Congestion and noise occur as a result of the corridor traffic conflicts.” *Page 10.*

Existing Facility: Technology

"The current building infrastructure is stretched beyond its limits so support new instructional technology. The electrical system is under capacity and needs to be upgraded significantly to support current and expanded use of computers and other technologies in the school.

Some existing computer stations are not conveniently located." *Page 11.*

Existing Facility: Interior Spaces

"Many interior and exterior walls are in need of repair.
An asbestos survey has been conducted and abatement will need to be completed prior to any construction work. There are materials present in the facility that are commonly found to contain asbestos:

- The 9" x 9" floor tile present throughout the facility
- Plaster especially in the older sections
- Pipe insulation

Moisture problems need to be evaluated." *Page 12.*

Nine pictures accompany this page.

Existing Facility: Life Safety Code Issues

"The current building code requires installation of a sprinkler system in all E-1 Education Occupancies. The existing building is currently not sprinkled.

The existing corridors require improved fire ratings at all doors and stairs.

All corridor walls and doors do not provide the required fire rating for an educational facility.

Fire separation partitions and doors at the stairs need improved fire ratings.

Exit door restrictions include:

- Rooms that are over 1000 sq. ft. require 2 exits that are spaced more than half the distance of the diagonal of the room.
- Labs using hazardous chemical require 2 exits.

Fire ratings must continue to the exterior for life safety exiting requirements." *Page 13.*

Existing Facility: Accessibility Issues

"Not all exterior doors are accessible.

Many interior doors are not wheelchair accessible.

Many drinking fountains are not wheelchair accessible.

Subject: lab schools
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 2/7/2012 8:49 PM
To: Ben Allen <ben.allen@uni.edu>

Ben,

Attached is just a start to some research completed -

- 1) partial list of other lab school closings ---
- 2) 2002 events at PLS
- 3) powerpoint re: Lab Schools - quite interesting re: other Lab schools (e.g. PK Younge --- but they have 1,100+ enrollment etc.)

More work is being completed on this ---

And - we have files organized in the office re:

- PLS - all the various task forces
- PLS - boundary agreement
- PLS - facility studies
- PLS - Audit
- PLS - 2002 (events)
- PLS - r&d -- 3 years - of the committee work etc.

- Again, more is being completed - and we will keep you updated.

Brenda (have a start to the q and a etc.)

--
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UNI - Office of the President
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PH: 319-273-2566 FAX: 319-273-6494
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—Attachments:—	
Closed Lab Schools.xlsm	27 bytes
PLS 2002.2-7-12.xlsx	27 bytes
lab_schools_presentation.pptm	27 bytes

LAB School Name	Mother Institution	Age Groups	Opened	Annou. Date	Date Closed	Time Frame
Human Development Lab. Sch.	U of Houston	Preschool		14-May-09	31-Jul-09	78
Minot Lab School	Minot State University		1990	N/A	1-Oct-08	
Manhattan Theatre Lab High School		High School		24-Jan-12		
Edinboro University's laboratory school	Edinboro University					
Martha Burnell Campus School	Bridgewater State College					
University of IA Laboratory School	University of Iowa		1916		1972	

Other School Name	Mother Institution	Age Groups	Opened	Annou. Date	Date Closed	Time Frame
Sacred Heart Catholic School				24-Jan-12	May-12	98
Peter Claver Cristo Rey High School			2007	February 2011	This Year	
Campus School	Sweet Brair College	High School		1-May-10	30-Jun-11	425
Barcelona Hills Elementary		pre-K + K		5-Feb-12	1-Jun-12	117

State	City	Reason for Close	Public Upsets
TX	Houston	Operating Deficit	Tention because parents don't have day care now, no major problems
ND	Minot	Operating Deficit	
NY	Manhattan	Low graduation rate + Operating Deficit	
IA	Iowa City	Changing trends in teacher training and financial cutbacks in U.S. education	
State	City	Reason for Close	Public Upsets
IA	Osage	Operating Deficit	Nothing worth noting Parents have banned together with some teachers to find funds Parents have banned together
NEB	Omaha	Operating Deficit - \$7M	
CA		Operating Deficit A Charter School needs room to expand	

Links

<http://abc-local.go.com/tprk/story?section=news/local&id=623890>

<http://www.minotdailynews.com/page/content.detail/id/519547.html?nav=5576>

<http://www.nytimes.com/schoolbook/2012/01/24/students-at-manhattan-theatre-lab-vow-to-fight-school-closing/>

Links

http://wctcourier.com/news/local/govt-and-politics/effort-under-way-to-save-catholic-school-in-osage/article_efa76a9e-c968-50b9-9451-9aa182ec9dd7.html

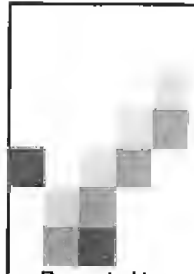
<http://www.ketv.com/news/26833184/detail.html>

http://www2.newsadvance.com/news/2010/may/01/sweet_briar_to_close_campus_school-ar-164072/

<http://www.ocregister.com/articles/school-338917-charter-schools.html>

PLS 2002

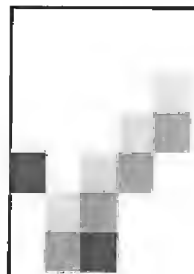
	Date:	Topic:	By Whom:	To Whom:
1.	1/25/02	PLS Study Team and their findings	Thomas J. Switzer, Dean of the College of Education	Dr. Robert D. Koob
2.	2/20/02	4-H Extension Services discussion	Gregory S. Nichols	
3.	2/20/02	Comments about PLS	Board of Regents State of Iowa	
4.	2/21/02	COE/MPLS Follow Up	James O'Conner	Dr. Robert D. Koob
5.	2/21/02	Issues Update: COE/MPLS news release and Q&A	James O'Conner	Nadene Davidson, Roger Kueter, and Mary-sue Bartlett
6.	2/22/02	Uni's Price lab school to cut 3 grades	Clark Kauffman	Public, this is a newspaper article
7.	2/24/02	Reactions by parents	Parents of grads and current NUHS students	Dr. Robert D. Koob
8.	2/28/02	Messages being sent regarding NU High	Board of Regents State of Iowa	
9.	2/28/02	Update on NUHS		
10.	3/1/02	Filure to communicate permeates NUHS decision	Editorial in newspaper	General public
11.	3/18/02	PLS Parent Teacher Partnership vs. College of Education	Dutton, Braun, Staack and Hellman Attorneys at Law	Gregory S. Nichols



LABORATORY SCHOOLS

Presented to:

*The Committee on College Partnership
Laboratory Schools
Virginia Board of Education
June 23, 2010*



HISTORY OF LABORATORY SCHOOLS IN THE UNITED STATES

Sources:

Challenge to Laboratory Schools: Finding a Niche (address prepared for the NALG convention), February 1934

Expanding Education, 100 Years of Learning at The University of Chicago Laboratory Schools, by William Hanna and Ida DePencier, 1996

Overview of Laboratory Schools and Development Research Schools in the United States, unpublished manuscripts by Ted Rodgers, Lynn McCarthy, and Albert Berarik; http://eds.rrc.org/paths/overview_lab.htm

The History of the University of Chicago Laboratory Schools by Ida DePencier, 1996

History of Laboratory Schools in the United States

- John Dewey is credited with the establishment of Laboratory Schools.
- Dewey, hired to head the Department of Philosophy by the University of Chicago in the summer of 1894, had interests in experimental psychology and pedagogy.
- In January 1895 with \$1,000 provided by the University of Chicago, the Dewey School, now known as the Laboratory Schools of the University of Chicago, opened.
- Dewey School (named as the Laboratory School around 1901)
 - Rooms: 3
 - Students: approximately 16
 - Mission: discover "how a school could become a cooperative community"

[Source: *The History of the University of Chicago Laboratory Schools* by Ida DePencier, 1996]





THE DEWEY SCHOOL

At the Laboratory Schools, students studied the role of textiles by working by spinning yarn. They learned social skills by working together.

[Source: *Experiencing Education, 100 Years of Learning at The University of Chicago Laboratory Schools*, by William Harris and Ida DeFendier. <http://www.ucls.uchicago.edu/about-lab/history/index.aspx>]

Dewey's Beliefs on Lab Schools

- "Students begin learning by experimentation and develop interests in traditional subjects to help them gather information.
- Students are part of a social group in which everyone learns to help each other.
- Students should be challenged to use their creativity to arrive at individual solutions to problems.
- The child, not the lesson, is the center of the teacher's attention; each student has individual strengths which should be cultivated and grown."

[Source: *Experiencing Education, 100 Years of Learning at The University of Chicago Laboratory Schools*, by William Harris and Ida DeFendier]

Phases of Laboratory Schools

- 1850-1900 – PHASE 1
 - Model school in which future teachers "could observe model teaching by master teachers, model discipline and the newest equipment" (MacPherson and McGee, 1982)
- 1900-1930 – PHASE 2
 - Laboratory for researchers in psychology and pedagogy "comparable to other scientific laboratories"
- 1930-1975 – PHASE 3
 - Teaching practice site and as a "college preparatory school that was occasionally, but not primarily, experimental" (MacPherson and McGee, 1982)
- 1975-Present
 - A multicultural center linked to a network of similar centers, within which, critical inquiries in education can be undertaken and from which pedagogical results can be diffused.

[Source: *Overview of Laboratory Schools and Development Research Schools in the United States*, unpublished manuscript by Ted Rodgers, Lynn McCarthy, and Albert Steiner. http://oas.nyu.edu/publications/overview_31b.pdf]

Factors Contributing to the Success of the Chicago Laboratory School

- Strong leadership of a dedicated educator;
- A body of specific theory as focus for research inquiries;
- Strong involvement of university academic departments in laboratory school based research;
- Inquiry as a school pervasive theme; and
- An inherent respect for the contributions of teachers, administrators, parents, and students.

[Source: Overview of Laboratory Schools and Development Research Schools in the United States, unpublished manuscript by Ted Rodgers, Lynn McCarthy, and Albert Benard; http://nsls.net/publications/overview_lab.htm]

7

Cycles of History of Laboratory Schools

- Laboratory Schools have experienced change since their inception. When founded, "they were designed to serve as laboratories where innovative programs and practices would bridge education theory to classroom practice."^{*}
- From the late 1950s through the 1960s, teacher preparation programs focused on conducting experimentation and training in the "real world" rather than in laboratory schools. Some perceived laboratory schools as "unrealistic environments enrolling the gifted children of academics."^{**}
- In the 1950s, there were approximately 200 laboratory schools.^{**}

[Source: *Overview of Laboratory Schools and Development Research Schools in the United States, unpublished manuscript by Ted Rodgers, Lynn McCarthy, and Albert Benard; http://nsls.net/publications/overview_lab.htm];
**Challenge to Laboratory Schools: Finding a Niche (address prepared for the NLSG convention, February 1984)]


8

Cycles of History of Laboratory Schools

- During the 1970s, budget constraints affected laboratory school operations.
- Even though many laboratory schools closed during these years, some were able to make changes and survived. "They became sites for:
 - clinical teaching activities,
 - research,
 - curriculum development,
 - in-service education,
 - multiethnic education,
 - special education serving a variety of exceptionalities,
 - early childhood programs,
 - demonstration centers for production of videotapes, and
 - laboratories for assessing staffing and organizational schemes."
- In the 1990s, laboratory schools rallied with "a new sense of direction and purpose as "clinical schools"."

[Source: Overview of Laboratory Schools and Development Research Schools in the United States, unpublished manuscript by Ted Rodgers, Lynn McCarthy, and Albert Benard; http://nsls.net/publications/overview_lab.htm]

9



**■ LABORATORY SCHOOLS
IN VIRGINIA**

■ Source: information obtained from an e-mail survey sent to colleges and universities. Please note that not all institutions responded to the survey.

Laboratory Schools in Virginia

■ Eastern Mennonite University

□ Since 1977, Eastern Mennonite University has operated a laboratory school for two-, three-, and four-year olds. The school continues to operate.

11

Laboratory Schools in Virginia

■ Hampton University

□ In 1962, Hampton Institute (now Hampton University) established a non-graded laboratory school. The school operated until 1992.

□ The school was under the direction of a head teacher and six classroom teachers for the two divisions:

- Primary (Grades one, two, and three); and
- Intermediate (Grades four, five, and six).

12

Laboratory Schools in Virginia

■ James Madison University

- The laboratory school, (teaching children pre-k through 7 and special education-learning disabilities) operated from 1958 to 1982.
- The lab school was closed; however, a Young Children's Program for Pre-Kindergarten was retained and is still operational.

13

Laboratory Schools in Virginia

■ Longwood University

- The Laboratory School (Kindergarten through grade 7) at Longwood College (now University) opened in 1970 and closed in 1982.
- Longwood's Nursery School closed in the spring 2001.
- The school accepted children of faculty and staff. Additional spaces for children were open to the community by lottery.

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Laboratory Schools in Virginia

■ Mary Baldwin College

- Mary Baldwin College operated a Preschool Lab School in the 1970s.

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Laboratory Schools in Virginia

■ Norfolk State University

- The Norfolk State University Child Development Laboratory opened in 1979 and is currently in operation through the School of Education.
- The laboratory school serves preschoolers ages two-and-a-half years old through five years old.

Laboratory Schools in Virginia

■ Radford University

- The Radford McGuffey Training School was built in the early 1930s. The school (kindergarten through 7th grade) was part of the city's public school system. The school was housed in Whitt Hall, which was built expressly as a demonstration site for elementary education using the best architectural principals for elementary education.
- In 1950, Whitt Hall was renovated as a business building, and the McGuffey Training School was closed. The school became a nursery school, Early Learning Lab, that was closed in 2003.

Laboratory Schools in Virginia

■ Sweet Briar College

- A Pre-Kindergarten and Kindergarten campus school was established 52 years ago at Sweet Briar College that will close this summer (2010).

Laboratory Schools in Virginia

■ The College of William and Mary

- The College of William and Mary operated a grammar school, beginning in 1867 that served needy children. In 1873, the College took over full operation of "Mattey's School" for the City of Williamsburg, and the school served as a "model and practice school."
- The College operated the school through 1912 at which time the College assisted the City of Williamsburg to construct the present-day Matthew Whaley School that opened in 1930.

[Source: History of Public Schools in Williamsburg, 1989]

18

Laboratory Schools in Virginia

■ Virginia Tech

- Two Laboratory Schools:
 - General elementary education lab school operational in the 1950s and 1960s. The school was closed due to budget reductions.
 - Human Development Department Lab School (converted to a child care center).

20

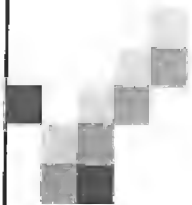
National Association of Laboratory Schools (NALS)

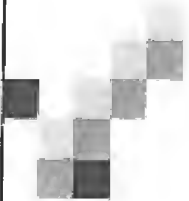
Source (Web Site Excerpts): www.nals.net

21

National Association of Laboratory Schools (NALS)

- "NALS is an international association of pre-kindergarten through graduate laboratory and university affiliated schools."

- 
- **LABORATORY SCHOOLS
in the United States**
 - "Review of Selected
■ Lab Schools"



University of Chicago Chicago Laboratory Schools

Source (Web site excerpts): www.ucls.uchicago.edu

The University of Chicago (Illinois) Laboratory Schools

- Diversity: Students attend from all over the city and surrounding areas, representing the ethnic heritage of 65 countries.
- Students pursue a rigorous curriculum in reading, writing, mathematics, and science; begin the study of foreign languages, music, and the arts in early grades.

26

The University of Chicago Laboratory Schools

- The Laboratory Schools are a division of the University of Chicago and are an integral part of the University community.
- Nearly half of the families are employed by the University and many more have connections to it, past and present. University of Chicago faculty and prospective faculty receive priority attention in the application process.


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The University of Chicago Laboratory Schools

Nursery School (N2 and N4)	Morning Program: \$14,142 Full Day Nursery/Kindergarten: \$20,124
Lower School (K-4)	Kindergarten: \$20,124 Grades 1-4): \$20,940
Middle School (5-8)	\$22,734
High School (9-12)	\$23,928

Additional fees also may be required (developmental activities, field trips, Advanced Placement examinations, etc). The total of these fees can range from \$50 to \$1,300. Note: Financial aid is available to assist with tuition based on both a family's demonstrated need and a student's high academic standards.

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**Ball State University
Burris Laboratory School**

Source (Web Site Excerpts): www.bsu.edu/burris/

28

**Ball State University (Indiana):
Burris Laboratory School**

- Established in 1929; located on the campus of Ball State University.
- Since 1974, Burris Laboratory School has been a separate school district and has the entire state of Indiana as its enrollment district.
- In 1990, Burris, with the addition of the Indiana Academy of Science, Mathematics, and Humanities, became part of University Schools. In 2004, Burris and the Indiana Academy became separate school corporations. Burris is the only school in the Laboratory School Corporation. 29

**Ball State University
Burris Laboratory School**

- The Burris Laboratory School is fully accredited by the North Central Association of Colleges and Schools and by the State of Indiana.
- Burris does not have a school board; the Ball State University Board of Trustees is the ultimate authority for school policies.

30

Ball State University Burris Laboratory School

- Kindergarten–Grade 12 School
- Enrollment (2008-09)
 - 549 Students
 - Graduates: 43
(2009 Graduation Rate: 93.3%)
- Free Lunch (2008-09)
 - 15% free
 - 11% reduced
 - 74% paid

31

University of Illinois University Laboratory High School

Source (Web Site Excerpts): www.uni.illinois.edu

32

University of Illinois University Laboratory High School

- Vision
 - Promotes "academic excellence, encourages educational innovation, and develops citizenship for highly motivated, academically talented students."
 - *Newsweek Magazine* ranked "Uni" as one of the top 21 "Public Elite" high schools in the nation in 2006, 2007, and 2009.

33

University of Illinois University Laboratory High School

- Established in 1921.
- Located on the campus of the University of Illinois in Urbana, Illinois.
- Enrollment: 300 students (Caucasian-63%; Asian American-26%; African American-5%; Hispanic-5%; and American Indian-1%).
- Grades: 9-12 (preceded by a composite 7th- and 8th-grade year known as the "subfreshman year").
- "Uni" is a public school with a competitive admissions process.

34

University of Illinois University Laboratory High School

- Funding (No tuition is charged.)
 - Greatest portion provided by the Illinois State Board of Education.
 - Some salary support, utilities, building maintenance provided by the University of Illinois.
 - Donations from private sources (anticipated donations of \$500,000 from current use and endowment funds this year).

Note: The school is a public school but it does not receive any local property tax dollars because it is not a part of a school district.

35

University of Florida P. K. Yonge Developmental Research School

Source (Web Site Excerpts): www.pkylf.edu

36

University of Florida: P. K. Yonge Developmental Research School

- Established in 1934 (Kindergarten through Grade 12 school); located on the campus of the University of Florida.
- Designed as a Special Public School District under the Florida Department of Education funding.
- Enrollment: Approximately 1,150 students (Caucasian-51%; African American-24%; Hispanic-16%; Multi-racial-5%; and Asian-3%).

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University of Florida: P. K. Yonge Developmental Research School

- Develops "innovative solutions to educational concerns in the state and to disseminate successful instructional programs to other school districts."
- **Primary Research Goal:** To "enhance instruction in mathematics, science, computer science, and foreign languages in a program that utilizes state of the art educational technology."
- **Literary Reform:** Focused in the last ten years on "improving reading achievement by integrating research-based instructional strategies and curriculums."
- **Emerging Leader in Science and Technology Reform:** Focused on "developing skills and strategies for integrating and demonstrating research-based practices" in preparation "for future leadership and school renewal opportunities in math, science, and technology."

38

Florida Atlantic University Florida Atlantic University Schools

SOURCES

<http://www.eoc.fau.edu/ercc/>
<http://www.scholar.fau.edu/>
<http://www.faulib.fau.edu/>
<http://www.plmics.org/>
<http://www.tradition.fau.edu/>

39

Florida Atlantic University Florida Atlantic University Schools

- Four state universities are authorized to operate laboratory or charter lab schools by Florida statutes:

- ☐ Florida Atlantic University
- ☐ Florida A&M University
- ☐ Florida State University
- ☐ University of Florida

Florida Atlantic University Florida Atlantic University Schools

■ Schools

- ☐ Karen Slattery Educational Research Center for Child Development
 - Birth to Age 5.
 - Located on the Boca Raton campus.
 - Priority enrollment given to university students, faculty, staff, and Research Development Park employees.
 - Monthly tuition (2009-2010):
 - ☐ Infant/Toddler: \$875
 - ☐ Two: \$545
 - ☐ Preschool: \$741
 - ☐ Voluntary Pre-Kindergarten (full day): \$495

Florida Atlantic University Florida Atlantic University Schools

- ☐ A. D. Henderson Elementary and Middle School
 - Kindergarten – Grade 8 Public School
 - The Dean of the College of Education is the designated Superintendent.
 - Mission:
 - ☐ Being a demonstration site for teacher education;
 - ☐ Developing curricula; and
 - ☐ Conducting research.
 - No tuition is charged. Florida statutes authorize university lab schools to charge an "activity fee" to be used for non-instructional student activities including: extra-curricular activities, sports, field trips, and other student related costs.

Florida Atlantic University Florida Atlantic University Schools

□ Florida Atlantic University (FAU) High School

- Approved in the spring of 2004; opened to students in the fall of 2004 (public school).
- Intensive dual enrollment high school.
- "Unlike other high schools, this program does not use extensive facilities in which to operate. Students experience college level courses in the environment of university classrooms, laboratories, and support facilities."
- Highly selective program.
- "All costs related to university tuition, fees (except parking), and even books are covered by the FAU High Schools."
- Grades 10-12 or "collegiate" students can complete up to 17 university credits per semester.

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Florida Atlantic University Florida Atlantic University Schools

□ Palm Pointe Educational Research School at Tradition

- Kindergarten through Grade 8 School.
- Charter Laboratory School.
- An educational research school with a unique partnership between Florida Atlantic University and the St. Lucia County School Board.

44

Louisiana State University Louisiana State University Laboratory School

Source (Web Site Excerpt): www.lsu.edu

45

Louisiana State University University Laboratory School

- Kindergarten ~ Grade 12 public school; operating for almost 100 years.
- Located on the campus of Louisiana State University in Baton Rouge.
- Enrollment: 1,342
- 2009 Graduating Class: 99

Louisiana State University University Laboratory School

- Accreditation: Southern Association of Colleges and Schools, Louisiana Department of Education
- Tuition
 - 2009-2010: \$3,835 for all grades

Louisiana State University University Laboratory School

- The first International Baccalaureate (IB) Diploma Program school in Louisiana.
- The school is adopting the complete K-12 IB program.
- All instructors have master's degrees or a doctorate degree.

Questions

Contact:

Division of Policy and Communications
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Subject: Re: Statehouse conversations

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/23/2012 9:38 AM

To: Jeneane Beck <jeneane.beck@uni.edu>

CC: Ben Allen <ben.allen@uni.edu>, Jane Larson <jane.larson@uni.edu>

Jeneane,

There are a few other universities with Laboratory Schools. We will try to get you examples, if not a list. I can report that the International Association of Laboratory Schools has 24 members today. There could be schools who do not belong to the organization. PLS is a member.

Also, between the 1960's and 1980's half of the nation's laboratory schools closed or reduced in scope. They went from 212 in the mid 60's to less than 100 in 1992.

Pat

Subject: FW: Quick Facts and thanks

From: "Glass, Jason [ED]" <Jason.Glass@iowa.gov>

Date: 2/23/2012 10:36 PM

To: Ben Allen <ben.allen@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>

FYI

Jason E. Glass

State Director & Chief Learner

Iowa Department of Education

www.educateiowa.gov

From: Megan Balong [mailto:megan.balong@gmail.com]

Sent: Thursday, February 23, 2012 1:18 AM

To: Glass, Jason [ED]

Subject: Quick Facts and thanks

Thank you for the late night Twitter conversation and replies. I am unsure how you manage to communicate with as many people or as frequently as you do.

I wanted to send you the information compiled by the Director of the UNI Professional Development School and Field Experience Placement Coordinator. With approximately 50 courses using PLS beyond the level 2, I do think it is something that deserves thoughtful long term planning. It also helps demonstrate why the \$15k per student can be very misleading (great for convincing but misleading). I have more students than just my K-12 students.

Megan Balong

Mathematics Teacher

Malcolm Price Laboratory School/

Northern University High School

University of Northern Iowa

Twitter: @balongm Skype: megalong Phone: (319)230-0741

— Attachments: —

UNI Student Field Experience FACTS.pdf

27 bytes

Subject: Re: 2009 dissertation - re: sustainability of lab schools 2009

From: Ben Allen <ben.allen@uni.edu>

Date: 2/7/2012 7:50 PM

To: Brenda Buzynski <brenda.buzynski@uni.edu>

Brenda,

I will take a look at this over the weekend.

Ben

Brenda Buzynski said the following on 2/7/2012 2:07 PM:

<http://etd-submit.etsu.edu/etd/theses/available/etd-1008109-093045/unrestricted/BlakelyA101909f.pdf>

not that you have time to read this -- but in glancing at this === it echoes - many of the reasons - to close the school.....

- I've also shared this with Dwight - I came across this - after calling the Dir. and Nat. Lab. Sch. assoc. etc..

Brenda

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Re: lab schools

From: Brenda Buzynski <brenda.buzynski@uni.edu>

Date: 2/7/2012 9:51 PM

To: Ben Allen <ben.allen@uni.edu>

They led a charge to fight the closing
....the music teachers husband. Swanson bb

On Feb 7, 2012 9:00 PM, "Ben Allen" <ben.allen@uni.edu> wrote:

Brenda,

Thanks. What was the involvement of the Dutton law firm?
Ben

Brenda Buzynski said the following on 2/7/2012 8:49 PM:
Ben,

Attached is just a start to some research completed -

1) partial list of other lab school closings ---

2) 2002 events at PLS

3) powerpoint re: Lab Schools - quite interesting re: other Lab schools (e.g. PK Youngs ---
but they have 1,100+ enrollment etc.)

More work is being completed on this ---

And - we have files organized in the office re:

PLS - all the various task forces

PLS - boundary agreement

PLS - facility studies

PLS - Audit

PLS - 2002 (events)

PLS - r&d -- 3 years - of the committee work etc.

- Again, more is being completed - and we will keep you updated.

Brenda (have a start to the q and a etc.)

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Fwd: lab. school info.

Subject: Fwd: lab. school info.
From: Ben Allen <ben.allen@uni.edu>
Date: 2/11/2012 3:12 PM
To: AllenPat <pat.allen@uni.edu>

Interesting information.

----- Original Message -----
Subject: lab. school info.
Date: Fri, 10 Feb 2012 17:58:15 -0600
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Organization: University of Northern Iowa
To: Ben Allen <ben.allen@uni.edu>

Ben,

Attached is some additional info. on PLS

- 1) timeline - history of PLS - 1 page
- 2) sheet on other closed lab schools
- 3) timeline - info. on 2002 -- what happened - some reactions etc.

- Brenda

--
Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical in

----- Attachments: -----	
Price Lab Information.doc	27 bytes
Closed Lab Schools.xlsm	27 bytes
PLS 2002.2-7-12.xlsx	27 bytes

Malcolm Price Laboratory School

(Approved for construction in **May 1950**)

1) Construction

- A) Construction started soon after plans were approved
- B) Plans didn't go smoothly
 - * Located on top of a high water table
 - * Lawsuits followed due to delays
- C) Elementary wing completed in 1953 & students began that year
- D) High School wing in August 1955
- E) Fieldhouse finished in September 1957
 - * Fire destroys the original Fieldhouse... June 8, 1993
 - * Reconstructed in 1995

2) Purpose of Price Laboratory School

- A) Dwight Curtis stated the school performed 2 major functions:
 - * Provide the best education to children
 - * Offer the best laboratory experience for teachers in training
 - * **"One function should not take precedence over the other."**

3) Threatened Existence

A) 1971

- * Laboratory schools closed across the nation
- * Regents directed UNI to search for alternative plans for accomplishing the objectives of the Price Laboratory School program
- * School Director Ross Nielsen vigorously defended the program

B) 1986

- * Threat came as an amendment by Representative Tom Jochum of Dubuque tacked on to a bill very late in the General Assembly session.
- * Amendment called to close the school in 2 years (1988)
- * Local Rep Marv Diemer said nothing would come of it
- * Stayed open but caused serious questioning of the Lab School and its program

C) 1989

- * Board of Regents employed a company to study the university and remove unnecessary programs. Thus questioning the need of Price Lab
- * A committee reported the strengths of the school and the matter ended there.

D) 2002 "Most Serious"

- * Regents faced budget problems
- * Some believe the proposal to be a confirmed decision
- * **NU Parents quickly formed together to fight by legal means**
- * August 2002 operating budget was **drastically reduced from 4.5M to 2.4M for 03-04**
- * **Tuition raised from \$200 to \$340**

4) OTHER NOTABLE FACTS AND/OR INFORMATION

- A) September 18, 2011 - - - The University of Northern Iowa is asking the Board of Regents next week to approve the official boundary line agreement between Malcolm Price Laboratory School and the Cedar Falls school district. (Source: wfcourier.com)**

LAB School Name	Mother Institution	Age Groups	Opened	Annou. Date	Date Closed	State
Human Development Laboratory School	U of Houston	Preschool		14-May-09	31-Jul-09	TX
Minot Laboratory School	Minot State University		1990		2008	ND
Manhattan Theatre Lab High School		High School		24-Jan-12		NY
University of Iowa Laboratory School	University of Iowa		1916		1972	IA
Martha May Burnell Elementary School	Bridgewater State College	PK-6	1979	19-Jun-08		2008 MA
Other School Name						
Sacred Heart Catholic School			1957	24-Jan-12	May-12	IA
Peter Claver Cristo Rey High School		High School	2007	Feb-11	2012	NEB
Campus School	Sweet Briar College	pre-K + K		1-May-10	30-Jun-11	
Barcelona Hills Elementary		High School		5-Feb-12	1-Jun-12	CA
Edgewood High School		High School	1941	7-Feb-12	IS CLOSING	IA

*In comparison to other closed schools included in this sheet as well as found on the inte

City	Reason for Close
Houston	Operating Deficit
Minot	Operating Deficit
Manhattan	Low graduation rate + Operating Deficit
Iowa City	Changing trends in teacher training and financial cutbacks in U.S. education
Bridgewater	The mother college wanted to re-appropriate the building for its own use

City	Reason for Close
Osage	Operating Deficit
Omaha	Operating Deficit - \$7M
	Operating Deficit
	A Charter School needs room to expand
Trenton	District trying to cut costs

KEY

From IA

Abundance* of Information

Lack of Information

arnet

Public Upsets

Tension because parents don't have day care now, no major problems

Public Upsets

A Rally Started LATE January to save the school

Nothing worth noting

Parents have banned together with some teachers to find funds

Parents have banned together

A fair amount of upset in the local community

Links

<http://abclocal.go.com/ktrk/story?section=news/local&id=6823890>

<http://www.minotdailynews.com/page/content.detail/id/519547.html?nav=5576>

<http://www.nytimes.com/schoolbook/2012/01/24/students-at-manhattan-theatre-lab-vow-to-fight-school-closing/>

Links

http://wctcourier.com/news/local/govt-and-politics/effort-under-way-to-save-catholic-school-in-osage/article_2f276a3e-c968-50b5-8451-5a3182cc9dd7.html

<http://www.ketv.com/news/26833184/detail.html>

http://www2.newsadvance.com/news/2010/may/01/sweet_briar_to_close_campus_school-ar-164072/

<http://www.oregister.com/articles/school-338917-charter-schools.html>

<http://www.local12.com/news/local/story/Holbrook-School-District-Closing-School/4Fy74H0KVV0CF72uKw7wJ5Q.csp>

<http://www.greenbaypressgazette.com/usatoday/article/38433981>

PLS 2002

	Date:	Topic:	By Whom:	To Whom:
1.	1/25/02	PLS Study Team and their findings: New directions report. Study proposes three broad initiatives: 1. Expanded and Strengthened Research and Curriculum Development 2. Strengthened Role in Teacher Education 3. Expanded service (outreach) to the state of Iowa: Providing Educational Equity Via Electronic Access, also salaries of faculty in 2002	Thomas J. Switzer, Dean of the College of Education	Dr. Robert D. Koob
2.	2/20/02	4-H Extension Services discussion and moving the high school element. Mostly about the budget of the school and how it can be fixed.	Gregory S. Nichols	Minutes of an electronic meeting of the Board of Regents on February 20, 2002
3.	2/20/02	****Comments about PLS after the board meeting. These questions are based on their intent to send grades 10-12 to the Cedar Falls school district because they are the most expensive parts of the school with athletic , drama, and music programs.	Regents asking President Koob	President Koob
4.	2/21/02	COE/MPLS Follow Up, 8a.m meeting with PLS faculty, press release prepared.	James O'Connor	Dr. Robert D. Koob
5.	2/21/02	Issues Update: COE/MPLS news release and Q&A, a statement is released that they will start the transition beginning in the 2003-2004 school year	James O'Connor	Nadene Davidson, Roger Kueter, and Mary-Sue Bartlett
6.	2/22/02	The Des Moines Register releases an article about PLS cutting three grades.	Clark Kauffman	Public, this is a newspaper article
7.	2/24/02	Reactions by parents about how neither they nor faculty were given any chance to express their feelings, how much of a shock the announcement was, and upset that NU was just a department of UNI and never really a school to the president.	Letter from Parents of grads and current NUHS students	Dr. Robert D. Koob
8.	2/28/02	Messages being sent regarding NU High and how they differ through communication among various media outlets	Board of Regents State of Iowa	
9.	2/28/02	Update on NUHS decisions and the status of these decisions. Talks about conversation with area schools and that they would like it to be completed by January 2003	President Koob	
10.	3/1/02	Failure to communicate permeates NUHS decision. It has said they had revoked it but the process can still occur.	Editorial in Waterloo/Cedar Falls Courier	General public

- | | | | | |
|---|--|--|---|---|
| 11. | 3/18/02 | PLS Parent Teacher Partnership vs. Dean of the College of Education. Parents are asking to appear before the board and filled out a petition for declaratory order | Dutton, Braun, Staack and Hellman Attorneys at Law | Gregory S. Nichols; Executive Director of the Board of Regents |
| 12. | 3/19/02 | Dean of the COE inviting Waterloo and Cedar Falls Community Schools to nominate two members from each school system to serve as member of the MPLS Professional Development Committee, and one member from each school to serve as a member of the MPLS Student Transition Committee | Aaron Podolefsky, Kay Weller, and Thomas J. Switzer | Dr. Arlis Swartzendruber, Superintendent of Waterloo Community Schools, and Dr. Daniel Smith, Superintendent of Cedar Falls Community Schools |
| <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 250px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 200px; height: 20px;"></div> | | | | |
| 14. | Was written by the Board when it was created | Chapter 265 Laboratory Schools and the authority the BOR has. | BOR | |
| 15. | 4/5/02 | A motion introduced at the Council on Teacher Education meeting April 4th 2002 that the president needs to look over. | Thomas J. Switzer, Dean of the College of Education | President Koob, and Aaron Podolefsky, Provost and Vice President for Academic Affairs |
| 16. | 4/8/02 | PLS publicity brought to attention. They need to make the meetings well publicized so everyone can come and share their opinion and views. | Kay Weller | Rori Carson |
| 17. | 4/17/02 | Rebecca Miller sends a letter of support for Ms. Kim Miller. Many students said they have learned more from her than they could ever learn from a textbook. She was of high caliber teaching. | | |
| 17. | 4/17/02 | Marilyn expresses her anger towards PLS and the proposal of closing parts. What made her most angry was when the president said he wasn't sure if the university should have faculty teaching non-college students who aren't paying tuition. | Marilyn Teig | President Koob |
| 18. | 4/18/02 | Professional Development School Committee Charge, this committee will review appropriate literature and research to suggest a design for professional development school. | | |

19. 4/23/02 Inviting Dr. Swope to serve as a member of the Professional Development School Committee, this committee will oversee implementation of a Development school model to link the teacher education program with programs of other school districts, Mary Herring is invited to become a member of the MPLS School Renovation Committee to plan curriculum for a n-9 school. **They want the reports by December 2002 so they can make a decision.** Aaron Podolefsky, Kay Weller, and Thomas J. Switzer Dr. John Swope, Department of English Language and Literature at UNI and Dr. Mary Herring, Department of Curriculum and Instruction in the College of Education at UNI
20. 5/6/02 President Koob requests that the president allow the President of the MPLS Parents and Teachers in Partnership organization be allowed to speak at the May 2002 meeting to hear views of an alternative future. President Koob Dr. Owen J. Newlin, President of Board of Regents, State of Iowa
21. 5/6/02 Is frustrated that Uni doesn't offer anything the meet the needs of students comparable to programs provided by U of I, Belin-Blank Center, or ISU, OPPTAG program. He feels PLS has been underutilized and could become the center piece if it served students by providing expanded learning opportunities for talented and motivated students Robert F. Martin, Department of History President Koob
22. 5/9/02 Tony wants the president to find a way to maintain current operations at PLS/NU. Lists options on the next page. Tony McAdams President Koob, & Provost Podolefsky
23. 5/10/02 Uni drops men's and women's tennis, and women's swimming and diving programs like many other schools across the nation because of budget considerations. UNI Athletic Director Public, this is a newspaper article
24. 5/10/02 Petition for declaratory order and request to appear before the board by the MPLS parent Teacher Partnership Charles Wright, Director President Koob
25. 5/11/02 Ann Vernon chairs PLS for her school counseling site-based training clinic. She was the elementary counselor at PLS for 10 years. Ann Vernon, Professor and Coordinator of Counseling President Koob
26. 5/13/02 Budget Narrative for May 13th. Eunice Boone
5/13/02 Another copy of the declaratory order and request to appear before the board Aaron PLS parent teacher partnership
5/13/02 Radio station report will be cut by 250,000 beginning in 2002-2003 by the general budget. James Lubker, Dean Douglas Bernier, Director of Broadcasting Services
5/14/02 A list of who will be speaking at the Board meeting, John Greenen, PLSPTP V.P., Dr. Jody Stone, PLS faculty, and Frank Thompson, University faculty representative Chad A. Swanson Gregory S. Nichols; Executive Director of the Board of Regents

5/15/02	Official statement saying PLS will remain open as a K-12 school for the 2002-2003 school year. Negotiations are underway regarding future years.	Board of Regents State of Iowa	Provost
5/20/02	Board decided it would not issue declaratory orders in this matter in the May 15, 2002 meeting.	Charles Wright, Director of Legal Affairs	Brian L. Gruhn, Grubbs Glades Law Firm
5/21/02	Faculty of PLS ask that Dr. Roger Kueter be removed from any administrative authority over PLS. Also ask that PLS exist as the Department of Teaching with the Director of PLS as the Department Head, and that the Office of Student Field Experiences exist as a separate entity.	Tenured Faculty of PLS	Provost Aaron Podolefsky
5/21/02	In the 2002-2003 school year, PLS will reduce their operating resources by \$800,000, which is approximately 20%.	Owen J. Newlin	Jean M. Johnson, City Community Schools, Wilma M. Bajdel, Lovejoy Elementary School, Mary McDade, and Tim and Beth Schmidt
5/22/02	Facts people think the president should consider in regard to the budget. 1. Furloughs and voluntary leaves of absences 2. Shut Down of Unnecessary Expenditures 4. P&S Staff 5. Review current position needs 6. Eliminate "Freebies" 7. Price Lab 8. Program and Center closings		President Cobb
6/13/02	These people are requesting that the MPLS be established as a separate administrative unit of the COE	Thomas J. Switzer, Dean of the College of Education	Lyn Countryman, Rick Swann, Rick Vanderwall, Karen Hefebach, Lynn Dykstra, Mary Ellen, James Maltas, Ben Myers, Leonard, Sam, Robert Lee, Denise Tallakson, James Sweigert, Lee Weber, Jody Staley, Harold Darrow, Kay Treiber, Dennis, Paul Waack, Linda Sharp, Lori, Kim Miller, Rick Knivslund, Alfred, Clare Struck
Spring 2002	Total UNI Student Placements at Price Lab School by Content Area/Teacher Load		
7/19/02	PLS Boardman mentions to the Board. A report on the future of the laboratory school will be received at its November meeting. And the universities report will be due to the Board Office on October 22, 2002	Aaron Podolefsky	Bill Callahan, College of
7/25/02	A grant of \$4,500 to UNI for work-family issues among non-professionals.	Stewart F. Campbell	Dr. Staff
7/28/02	Connie Hohlfield states how she learned most about teaching when she was at her required session, and that she would not have been able to do it without this experience.	Connie Hohlfield Molbeck	

9/6/02	Kathleen McKenna resigned as President of the PLS PTP, Valerie Turner also resigned as Treasurer of the PLS PTP	Kathleen McKenna, and Valerie Turner	Nadene Davidson	Director of PLS
9/12/02	Kathleen McKenna has not resigned her position at Fries Lab. She was seeking advice from a lawyer after stating the parent funds would not be used for legal bills. She is trying to state near Dr. Koob saying "you cease to exist" and "you can't sue yourself."	Jane Larson	Presi	
9/13/02	Lawyer's behavior would be a violation of the agency relationship between UNI and PLS PTP to utilize funds donated to the Lab School for the purpose of financing an action against the university	Judith R. Benson	Kathleen McKenna	
9/14/02	Kathleen McKenna the Lab school isn't fulfilling the purpose of providing education for UNI students and also giving them and the professors a chance opportunity for research and the school needs new leadership	Katherine Mitchell	Presi	
9/20/02	Resolution passed by the United Faculty Association of University Professors at their Sep. 6th meeting	Dr. Charles Quirk, Director of UF/AAUP	Presi	
9/24/02	Reply to Uni stating when they should have been done, January of 2003	Aaron Podolefsky	Dr.	
9/25/02	University of Wisconsin invited to attend the Institute for the Future Institute on Friday, September 18, 2002	Nadene Davidson	Presi	
10/1/02	Impact of PLS Scenarios on the UNI Teacher Education Program	Rori Carson	Interim	Chairman

Subject: Fwd: United Faculty Information Letter: Article 5 layoffs
From: "James O'Connor" <james.oconnor@uni.edu>
Date: 2/14/2012 1:28 PM
To: cabinetonly@uni.edu
CC: "James O'Connor" <James.OConnor@uni.edu>

Emily Christensen sent me the following emails she received.

Jim

Begin forwarded message:

From: Emily Christensen <Emily.Christensen@wcfcourier.com>
Date: February 14, 2012 11:22:08 AM CST
To: 'James O'Connor' <James.OConnor@uni.edu>
Subject: FW: United Faculty Information Letter: Article 5 layoffs

Letter sent on Feb. 10th.

Dear Colleagues,

Today, members of United Faculty met for a second time with members of the UNI administration and with representatives of the Board of Regents to discuss how "Program Areas" are to be defined under Article 5 of the Master Agreement (<http://www.uni.edu/vpaa/11-13facultycontract/5.shtml>). Though the UNI administration (following appropriate curricular procedures) may make decisions regarding the make up and/or continuation of different departments, sequences, etc., they are required under the Master Agreement to meet with United Faculty if they wish to make faculty layoffs as part of any such curricular restructuring.

Considering the great flexibility that the administration has in the hiring, transferring and general coordination of faculty, we feel that it is an admission of failure by the administration to resort to layoffs. Nevertheless, we are meeting with them in a good faith effort to develop a definition of "Program Areas" that transparently and fairly represents the work of faculty and will protect faculty from an arbitrary or vindictive staff reduction procedure.

At a meeting on January 20, the administration put forward a proposed definition of program area as follows (with a later alteration removing "endorsement" and "middle"):

A program area is a cohesive group of courses that leads to an academic designation such as a major, minor, endorsement, certificate or emphasis. At Price lab School, a program is defined as a grouping

of grades recognized as an educational unit: elementary (K-6), middle or high school (7-12).

For a variety of reasons, which we shared with the administration today, we find this not to be a reasonable definition of an Article 5 Program Area. In brief, such a definition, based on student academic designations, ignores the nature of faculty employment at UNI, which typically involves work in several majors, minors, certificates or emphases. Furthermore, it creates the possibility for abuse by leaving faculty vulnerable to arbitrary or vindictive assignment to targeted pseudo-programs, resulting in layoffs.

At today's meeting, United Faculty offered the following definition instead: A "program area," for the purposes of Article Five layoffs, refers to academic departments, the Liberal Arts Core categories, the Teacher Education Program (for teacher preparation), and Price Lab School elementary and secondary grade-level designations. A faculty member who teaches in more than one program area should officially be assigned to all those program areas.

We believe that our definition more accurately represents the nature of faculty employment at UNI, as grounded in documents such as appointment letters. This definition also ensures that the administration has great flexibility in how academic designations are organized.

United Faculty, in accordance with Article 5 of the Master Agreement, continues to meet with the administration in hopes of reaching an agreement as to a reasonable definition of Program Area.

At the same time, we are well aware of the devastating impact that staff reductions could have on individual faculty members, and we are making every effort to work against such an outcome. Many faculty members have contacted us to express their concern and dismay over this and other recent administrative actions. We encourage all faculty to be aware of the protections provided by Article 5 and by the rest of the Master Agreement. We will continue to inform faculty as to the developments of these discussions.

In Solidarity,

Betty DeBerg
Cathy DeSoto
Jeff Elbert
Jim O'Loughlin
Catherine Palcweski
A. Gerald Smith
Katherine VanWormer

The letter below was sent on Jan. 25th.

Dear Colleagues,

You may have read President Ben Allen's letter about program reductions and eliminations that arrived in your mailbox this afternoon. Indeed UF leadership from across campus met with Board of Regent representatives, Provost Gibson and Associate Provost Author this afternoon.

In this meeting, Provost Gibson indicated that, in order to meet strategic goals, some programs would be cut.

They say they do not know which ones, but noted that low enrollments and low numbers of graduates were concerning.

This (program elimination) appears to be something they are committed to doing. When asked specifically if more money could or might prevent program closures, the answer was no, the Provost answered, "Even if we received all additional money requested, there is still a need to look at programs with very few students..."

It is NOT clear if the administration will or will not seek to layoff faculty. They say this question is premature. It is possible that a program would be closed, and some faculty reassigned, for example. They stated would prefer to use attrition, if possible, or other means to avoid layoffs.

Q. What exactly has the administration asked of UF and why are they asking UF?

A. They have to try and get agreement about program areas if they plan to do any layoffs. On the other hand, they say they are not committed to layoffs and hope to avoid them. The Master Agreement spells out what has to be done if there will be any layoffs. The first step is to define program area. The definition of program area under Article 5 is only pertinent for order of any layoffs. (You may have to draw your own conclusions here.)

Q. Is there a difference between Article 5 "program area" and program area that might be eliminated?

A. YES. For example, the BOR could decide to stop offering a Bachelors Degree in Psychology. They do not need to consult UF or anyone to do so. But if they are going to layoff faculty who teach psychology courses -- they do have to formally define program area in terms of who has seniority. Here is where they have to try and work with UF, or at least consult with UF on the definition of program area if layoffs are to occur.

As always, UF reminds you that the MASTER AGREEMENT defines your

employment and rights.

It can be found on the UF website, and the article to review is Article 5. (<http://www.uni.edu/unitedfaculty/>)

If you have questions, do not hesitate to ask UF leaders who today met with administration and BOR, this includes Betty DeBerg, Jeff Elbert, Catherine Palczewski, Jim O'Laughlin, A. Gerald Smith, Katherine Van Wormer and myself. We (UF-AAUP) always encourage you to contact Provost Gibson directly and/or your Dean and/or your Department Head with questions or concerns. We certainly encourage you to talk among yourselves and share information and concerns at faculty meetings.

Ironically, the UF communications committee (Julie Husband, Cate Palczewski and Rob Hitlan) just yesterday sent to President Allen and Provost Gibson a letter documenting the morale crisis on campus and asking that this be considered a crisis equally serious as any that have faced UNI in recent years.

Details on that letter may be forthcoming.

Please watch your emails, please read the UNI public documents (like the Comprehensive Annual Financial Report) and please read the Master Agreement.

It is important that faculty are knowledgeable about their rights and the campus realities.

In Solidarity,
Cathy DeSoto
President, UF-AAUP.

James O'Connor, APR
Executive Director
Office of University Relations
University of Northern Iowa
125 East Bartlett
Cedar Falls, IA 50614-0392
Office: (319) 273-2761
Fax: (319) 273-2888
james.oconnor@uni.edu
www.uni.edu

Subject: Message to forward
From: "James O'Connor" <james.oconnor@uni.edu>
Date: 2/16/2012 5:24 PM
To: cabinetonly@uni.edu, Sheila Koppin <sdoyle@iastate.edu>, Jeneane BECK <jeneane.beck@uni.edu>, Eileen Wixted <ewixted@wpntworld.com>, Tamera Hanson <thanson@wpntworld.com>
CC: "JAMES O'Connor" <james.oconnor@uni.edu>, STACEY MAR CHRISTENSEN <Stacey.Christensen@uni.edu>, DEWAYNE D PURDY <DeWayne.Purdy@uni.edu>

Here is the letter for external audiences. Please forward as discussed.

Jim

Office of the President - University of Northern Iowa
February 16, 2012

The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.

Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.

Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.

We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a

challenging and competitive education environment.

Thank you for your confidence and support.

Sincerely,

Ben Allen

Office of the President
20 Seerley Hall
University of Northern Iowa
Cedar Falls, IA 50614

James O'Connor, APR
Executive Director
Office of University Relations
University of Northern Iowa
125 East Bartlett
Cedar Falls, IA 50614-0392
Office: (319) 273-2761
Fax: (319) 273-2888
james.oconnor@uni.edu
www.uni.edu

Evans - feedback - : message from President Allen

Subject: Evans - feedback - : message from President Allen
From: Ben Allen <m1600002@uni.edu>
Date: 2/16/2012 6:06 PM
To: Ben Allen <ben.allen@uni.edu>

----- Original Message -----

Subject:Re: message from President Allen
Date:Fri, 17 Feb 2012 00:05:11 +0000
From:jackevans@hallperrine.org
Reply-To:jackevans@hallperrine.org
To:Ben Allen <m1600002@uni.edu>

Thanks. I'm traveling this week and want to visit next week. Well written letter. Good wishes.
Sent from my U.S. Cellular BlackBerry® smartphone

From: Ben Allen <m1600002@uni.edu>
Date: Thu, 16 Feb 2012 18:00:20 -0600
To: <calangfarm@gmail.com>; <regentcarroll@gmail.com>; <jackevans@hallperrine.org>;
<ruth.harkin@cox.net>; <gretaajohnson@gmail.com>; <dmiles@miles-capital.com>;
<ksmulholland5@linnmar.k12.ia.us>; <brastetter@summitag.com>;
<bobd@meardonlaw.com>; Donley, Robert [BOARD] <bdonley@iastate.edu>
Cc: <sdoyle@iastate.edu>
Subject: message from President Allen

Regents,

Below is the final message President Allen sent to external audiences at approximately 5:30 pm on February 16. If you have any questions please let Ben know.
As always, thank you for your support and continued guidance.
Best regards - Brenda Buzynski

February 16, 2012

The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.

Changes have been made during the past few years to prepare us for the future.

Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.

Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.

We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a challenging and competitive education environment.

Thank you for your confidence and support.

Sincerely,

Ben Allen

Subject: Re: PDS and Lab School

From: "James O'Connor" <james.oconnor@uni.edu>

Date: 2/17/2012 8:18 AM

To: Ben Allen <ben.allen@uni.edu>

CC: JAMES O'Connor <James.Oconnor@uni.edu>, STACEY MAR CHRISTENSEN <Stacey.Christensen@uni.edu>, BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Thanks. We'll keep a log. I also want to keep the positive comments. That will be important.

Jim

On Feb 17, 2012, at 7:47 AM, Ben Allen wrote:

Jim,

I will forward the more substantive and negative ones to your office so that you will have a data base. Of course, we did not announce a decision as her last sentence suggests to I will get back to her thanking her for her comments and indicating that no decision has been made.

Ben

----- Original Message -----

Subject:PDS and Lab School

Date:Thu, 16 Feb 2012 20:41:30 -0600

From:Becky Hawbaker <becky.hawbaker@uni.edu>

To:ben.allen@uni.edu, Gloria Gibson <gloria.gibson@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

CC:Lyn Countryman <Lyn.Countryman@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>, "Melissa L. Heston" <Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>

I was shocked and dismayed to read on the online edition of the Courier that UNI is considering elimination of all or part of Price Lab School and replacing it with virtual and distributed partnerships with other schools and districts.

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot

replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

- The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

- Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

- As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding

enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

- The support and active involvement of Price Lab School faculty, who clearly understood both the demands of K12 teaching and the need for quality mentoring of preservice teachers built and sustained the UNI PDS. They piloted and helped us build the supervision model for Level 1 and non-PLS Level 2. They created the curriculum for the Mentoring Preservice Teachers courses we offer as low-cost graduate credits through Continuing Ed. They have served as small group discussion leaders for the Level 1 field experience students to add an additional layer of mentoring. They have been an engine of innovation in mentoring practices that I communicate out to our partner schools for the benefit of all. Future improvements to our PDS model depend on future innovations by Price Lab teachers.

- In potentially closing Price Lab, UNI loses all state-foundation aid funding that would have otherwise been generated by educating K-12 students. Price Lab was on track to grow by more than 50 students prior to this announcement, above last year's total. Lessons from 2002 tell us that we will lose more than a 1/3 of total students and all new students with uncertainty from UNI, only now that translates directly into dollars.

I stand ready to advise and assist you and I urge you to recalculate your announced decision regarding Price Lab School in light of its impact on UNI teacher education.

--

Becky Wilson Hawbaker
Director of the Professional Development School (PDS)
Coordinator of Field Experiences
Coordinator of Teacher Education Initiatives at Price Lab School
University of Northern Iowa
office (319) 273-7664

fax (319) 273-6457

James O'Connor, APR
Executive Director
Office of University Relations
University of Northern Iowa
125 East Bartlett
Cedar Falls, IA 50614-0392
Office: (319) 273-2761
Fax: (319) 273-2888
james.oconnor@uni.edu
www.uni.edu

Subject: Price Lab

From: [REDACTED]

Date: 2/17/2012 10:42 AM

To: Ben.allen@uni.edu

Hi my name is [REDACTED] I have been here at price lab for, well, only just this year but I have learned so much and I really enjoy it here to. I am surprised that we found out the same way our teachers and administrators did. I believe that this school has a lot to give to students both from Price Lab and from UNI. This will affect many people in the community. Many people will lose jobs. That affects the whole family. This school has accomplished so much and we can accomplish much more. The kids here all have talent. We are all stunned about how this was told to us. I believe that we will be here next year. Our teachers have assured us we would be here next year. This school deserves to stay!

Sincerely,

[REDACTED]
Malcom Price Laboratory student

Iowa's Research and Development School

AGENDA

Price Lab School

Location: Seerley 20

Date: January 12, 2012

Time: 1:00 p.m.

Attending:

1) President Allen

2) Gloria Gibson

~~3) Dwight Watson~~

4) David Stoakes

- What are best practices for shutting down school — how long
- Take Over or manage — keep as Price Lab School for one year
 - One to hold years — • Seniors (Juniors) — graduate
 - Time for everyone to find time in new home

Issues

- Getting rid of teachers — not needed
 - larger class sizes
- Who would be in would follow students

Dave St. John

1/12/12

7-12 not a problem

25 → Cedar Heights → 10/12

only 9 - in Southdale - 10/1

22 - Lincoln → might be a problem →

↳ no room for portable

Week after the announcement

- Have a Parent meeting

- Show - ~~the~~ parents do

Other students

Waterloo - 60

Dillon

Hudson

} go back →

Rules Exception →

• State guidelines ?? Check the Code

changes in
how regulatory
guidelines →

↳ change the application
of the process

studies (cont)

check programs →

- what we have →
- what we don't have →

communications → with parents

athletic program →

Potential cuts/actions

Lab School

Individual donors: Peterson, Jacobson, Reese, Stephens, Hellman, Nancy Price, others?

Personal calls/meetings with president

Alumni of Lab School

e-mail/letter from Dwight/Ben or Gloria

Parents of Lab School

e-mail/letter

Former Lab School faculty- Who? How?

Others?

Need to check with staff and FS to determine any other large donors

Academic programs: German, French, Earth Science, Physics. Womens and Gender Studies

Individual donors: Jourdan, Begeman, Wayne Anderson, Edna Bogel, others?

Alumni: e-mail/letter

Emeritus faculty: who?

Museum:

Individual donors: Beach, Brownstones, others:...who?

Individual meetings/calls

Collection donors: identify

Athletics: messaging needed about potential impact?

Donors:?

PRE-GROUP MEMBERS	E-MAIL	DATE ADDED	ADDED MEMBERS at a later date	E-MAIL
<u>A. Academic Program and Faculty Eliminations, Reductions, and Mergers</u>				
Gloria Gibson	gloria.gibson@uni.edu		7 Possibly a Dean	
Shashi Kaparthi	shashi.kaparthi@uni.edu		Virginia Arthur	virginia.arthur@uni.edu
Tim McKenna	tim.mckenna@uni.edu		Michael Licari	michael.licari@uni.edu
Brenda Buzynski	brenda.buzynski@uni.edu			
<u>B. Price Lab School Closure</u>				
Gloria Gibson	gloria.gibson@uni.edu		Dwight Watson	d.wight.watson@uni.edu
Pat Geadelmann	patricia.geadelmann@uni.edu		Virginia Arthur	virginia.arthur@uni.edu
Brenda Buzynski	brenda.buzynski@uni.edu			
<u>C. Outsourcing/Reductions and Mergers of Non-Academic Activities/Programs</u>				
Terry Hogan	terry.hogan@uni.edu			
Michael Hager	michael.hager@uni.edu			
Shashi Kaparthi	shashi.kaparthi@uni.edu			
Jim O'Connor	james.oconnor@uni.edu			
Jan Hanish	jan.hanish@uni.edu			
<u>D. Reduction in Athletic Budget</u>				
Ben Allen	ben.allen@uni.edu			
Michael Hager	michael.hager@uni.edu			
Jan Hanish	jan.hanish@uni.edu			

Cabinet Budget/Retreat Meeting Summary
Wednesday, February 1, 2012 - SRL 119
8-9:30 am

Attendees: Ben Allen, Gloria Gibson, Pat Geadelmann, Terry Hogan, Michael Hager, Bill Calhoun, Jim O'Connor, and Shashi Kaparthy

I. 8 am - President's Comments

II. 8:15 am – Update on Decisions/Next Steps –Decisions / Documents –

Update on Teams – the question/answer documents / comments?
Target dates -

Announcing:

***ACADEMIC – changes -**

Close/Eliminate?

Merge?

Reorganize?

Museum?

MPLS?

***NON-Academic- changes -**

GF reduction to Athletics ?

Outsourcing ?

Other changes?

Work to increase anything? Offset decline in state appropriations?

Increase fundraising efforts ?

Next Steps?

III. Good of the Order

***** Next Budget meeting – Feb. 3 – 10-5 pm**

Next “regular” meeting: Feb. 13 – 8-9:30 am

DECISIONS NEEDED

Week 3

Wed. Jan. 25
WED Jan. 25

Ben in Des Moines - STEM and R&D Advisory Council meetings
** GLORIA had "meet and confer" meeting with faculty Union reps.
They need to decide on definition of a "program area"
All workgroups, local legislators, Univ. Pres./Provosts, student leaders contacted
Legis. leaders contacted (Gronstal, Paulsen)
****all remarks, holding statements - would need to be "ready"
EMAIL out to campus from Ben
Ben on-campus - meetings all day
Ben and Jim to meet -

Wixted by phone

Thurs. Jan. 26
Fri. Jan. 27

Week 4

Mon Jan. 30
Tues. Jan. 31
Tues. Jan. 31

8-9 am PAT meeting
9:30 - 11 blocked for Cabinet mtg and Ben to 5:30 pm Iowa Business Council mtg- DM
QUESTIONS/DECISIONS NEEDED

Wixted?

Question	Dates	
1	By Feb. 10	Gloria and UF - define "program" and "criteria"
2		AA to finalize list - specific programs & people impacted
3		** Approx. # of faculty and # of p/s and # of merit - impact to be determined
4		Tom E and Gloria - formula for severance packages
5		What will be announced?
		Timing?
		*Do we notify the faculty impacted prior to the Feb. 20 announcement?
		*Announce all on one day?
		*Have individual meetings with the departments & then a campus-wide announcement?
6		Do we have discussion with MPLS parents? Faculty?
7		
8		
9		
10		

Wed. Feb. 1
Thurs. Feb. 2 ****

Diversity Town Hall meeting
6 days from "meet and confer" meeting - can Announcement be made???
If announcements are made - need meetings with PLS fac./staff and parents
time for phone calls, press, PLS questions, etc.
phone calls to key constituents, legislators, donors, alumni, friends, etc.
2nd meeting held between Gloria and UF??
Cabinet meet - 9-5 pm - held for budget meeting

Wixted?

Thurs. Feb. 2
Fri. Feb. 3

Week 5

Mon. Feb. 6
Tues. Feb. 7
Wed. Feb. 8
Thurs. Feb. 9
Fri. Feb. 10

BOR meeting - Pres. mid-year evaluations
BOR meeting - in AMES - full-day meeting
Ben speaks to Educ. Approp. committee
*** 2 weeks from 1st meet and confer meeting
3rd meeting held between Gloria and UF??

Week 6

Mon.	Feb. 13	
Tues.	Feb. 14	
Wed.	Feb. 15	Ben to FL Feb. 15-17
Thurs.	Feb. 16	
Fri.	Feb. 17	

Week 7

Mon.	Feb. 20	Q? Perhaps announce?
Tues.	Feb. 21	
Wed.	Feb. 22	
Thurs.	Feb. 23	
Fri.	Feb. 24	

Week 8

Mon.	Feb. 27	
Tues.	Feb. 28	
Wed.	Feb. 29	
Thurs.	Mar. 1	
Fri.	Mar. 2	Men's MVC Tournament

Week 9

Mon.	Mar. 5	
Tues.	Mar. 6	Ben to DC Mar. 6-8
Wed.	Mar. 7	
Thurs.	Mar. 8	
Fri.	Mar. 9	Women's MVC Tournament

Week 10

SPR BREAK
Mon. - Fri. Mar. 12-16

Week 11

Mon.	Mar. 19	
Tues.	Mar. 20	
Wed.	Mar. 21	TELEPHONIC BOR meeting -
Thurs.	Mar. 22	
Fri.	Mar. 23	

Week 12

Mon-Fri. Mar. 26-30

Week 13

Mon. - Fri Apr. 2-6

Wed.-Thurs. Apr. 25-26 BOR meeting at UNI

Re: Request for Information -- TODAY IF POSSIBLE

Subject: Re: Request for Information -- TODAY IF POSSIBLE
From: "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>
Date: 3:13 PM
To: Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>
CC: "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

PK - 21
K - 19
1 - 16
2 - 22 Elementary total = 143 Average grade size 20
3 - 24
4 - 22
5 - 19

6 - 28
7 - 23
8 - 44

9 - 34
10 - 36
11 - 31 Secondary total = 223 Average grade size 32
12 - 27

Total - 366

AS of Today we have a 53 total NEW students right now that have applied. (30 are K-12 CF residents.)

Number of NEW students applying for PreK = 17
Number of NEW students applying for K = 17
Number of NEW Students applying for 1 = 1
Number of NEW Students applying for 2 = 1
Number of NEW Students applying for 3 = 1
Number of NEW Students applying for 4 = 1
Number of NEW Students applying for 5 = 2
Number of NEW Students applying for 6 = 2
Number of NEW Students applying for 7 = 7
Number of NEW Students applying for 9 = 2
Number of NEW Students applying for 10 = 2

Tomorrow 4 high school students are visiting with thoughts of enrollment.

To: President Allen
From: Becky Hawbaker, UNI PDS Coordinator
Feb. 16, 2012

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

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Becky Hawbaker

**DRAFT 2/21/12
CONCEPT PAPER**

**Iowa's Research and Development
Center for Education Innovation
University of Northern Iowa**

The University of Northern Iowa proposes that the Research and Development School Model that was coupled with Malcolm Price Laboratory School become a separate center that focuses on innovation in PK-12 education research and development. This center will be situated within the College of Education and would be connected with preservice education as well as inservice professional development.

We envision the center as the hub and incubator for innovative research. The center would consist of a cadre of tenured professors, visiting researchers, scholars, teachers, and experts in residence who will work in collaborative partnerships with districts throughout the state.

The goals outlined in Senate File 470 for the research and development center will remain:

1. To raise and sustain the level of all prekindergarten through twelve students' educational attainment and personal development through innovative and promising teaching practice
2. To enhance the preparation and professional competence of the educators in this state through collaborative inquiry and exchange of professional knowledge in teaching and learning
3. To focus on research that transforms teaching practice to meet the changing needs of this state's educational system.

The new model will capitalize on the breadth of university disciplinary expertise from across the campus. We envision a "think tank" model wherein critical research questions would be identified and research would be theoretical, empirical and applied. Funding arrangements would be established to allow and encourage visiting scholars, practitioners, DE staff, and other experts to be engaged, depending on the project. Work will be done with partner districts on research initiatives that enhance students' performance. These research initiatives could be organic based on the needs of the school as well as specified based on the research needs of the state. For example, the center could focus on a state need for generating, piloting, and researching the

effectiveness of project-based education in a competency-based teaching and learning environment. Another example would be focused on educational policy in which areas of parental engagement, human capital, staffing models, administrative practices, and finance might be addressed.

The center would also act as a clearing house for innovative pedagogical techniques and curriculum design and development. The center would create a repository of innovative research and practices that PK-12 teachers throughout the state can assess. These innovations would be captured through video vignettes (modeled lessons) as well as lesson plans, unit plans, research papers, and descriptive articles of the scholarship of teaching and learning. Maximum use of technology will be used to disseminate research findings and engage practitioners.

The center would also be the site in which Iowa's schools could seek support for professional development, design of assessment systems, the modeling of best practices, and the showcasing of transformative research. This component of the center will also coordinate the distribution of services of other university centers and programs that have a PK-12 dissemination focus. Examples include the Regents' Center for Early Developmental Education; the Center for Disability Studies in Literacy, Language, and Learning; the Freeburg Early Childhood Program; the Richard O. Jacobson Center for Comprehensive Literacy; and the Center for Teaching and Learning Mathematics. As the center's faculty are distributed across the state, they could serve as placement coordinators of preservice teachers so that the preservice teachers would have a broader arena of practice to complete their clinical requirements.

In summary, the proposed Iowa's Research and Development Center for Education Innovation will:

- Be the clearing house for education innovation;
- Conduct transformative research;
- Provide professional development for practicing teachers;
- Broaden the arena of practice for preservice teachers; and
- Synergize existing services of other active PK-12 centers across the university.

CASE FOR AN ALTERNATIVE RD MODEL

Background

The University of Northern Iowa (UNI) is strongly committed to being the premier Pre K-12 higher education institution in the state and among the best in the nation. In his installation address in September 2006, UNI President Benjamin J Allen emphasized the importance of this priority but also the need to make changes when necessary:

“We MUST have UNI positioned to be the leading academic institution in the State of Iowa for Prek-12 issues. ...the University of Northern Iowa must be unchallenged on its leadership on issues related to pre-K through 12. If we are not now in that position, we must assess our position and determine priorities and strategies to be in that position. Given the recent criticisms of all Colleges of Education and teacher education programs, we must have the courage to do some introspection and assessment of our own program to determine how much responsibility we have for some of the problems, and how much potential we have to be a leader in finding the solution.”

For the first time ever, the priority of being the leader in Pre K-12 education was made one of the six priorities or goals of the University Strategic Plan (Goal 3: Lead the State and Nation in Pre K-12 Education). The process of developing this plan included the vetting of the goals and priorities with stakeholder groups across campus. This Pre K-12 Education priority was not a priority in the other three earlier university strategic plans dating back to 1996. Further evidence of making Pre K-12 education a priority lies in the fundraising efforts that have resulted in gifts like the largest ever to UNI (\$11 million) to create a Literacy Center in the College of Education.

Original Creation of R&D School Model

The legislation creating the R&D School Model was initiated via Senate File 470, Spring 2009, with a question about whether a R&D School should be located at the Price Lab School. Full consideration to the broader array of R&D resources and expertise found across the entire campus and the importance of locating the research in a variety of school settings was not given at the time. The recommended alternative, “Iowa’s

Research and Development Center for Education Innovation,” will allow for better optimization of resources. The population limits in the statute for Price Laboratory School result in above average costs for instruction per pupil, as well as limit some research due to sample size.

Premises for an Alternative R&D Model

The R&D model will involve more of the teaching, research and outreach resources on campus by having a broader base—not just the Lab School, in fact, not just the College of Education. We envision a “think tank” involving members of faculty and staff from across campus. Critical research questions would be identified and research would be conducted to inform practices and education policy. Examples might include research on assessments, human capital, staffing models, administrative practices, finance, as well as teaching and learning models. Funding and arrangements would be established to allow/encourage visiting scholars, practitioners, DE staff, etc. to be engaged in the research depending upon the project.

The R&D model will involve more authentic settings for the research to be conducted and applied and for teaching and learning models to be developed. This can best be accomplished by forming selected partnerships with school districts across the state depending upon the nature of the research or type of development issue—e.g., best teaching or science practices in rural, urban, or suburban schools.

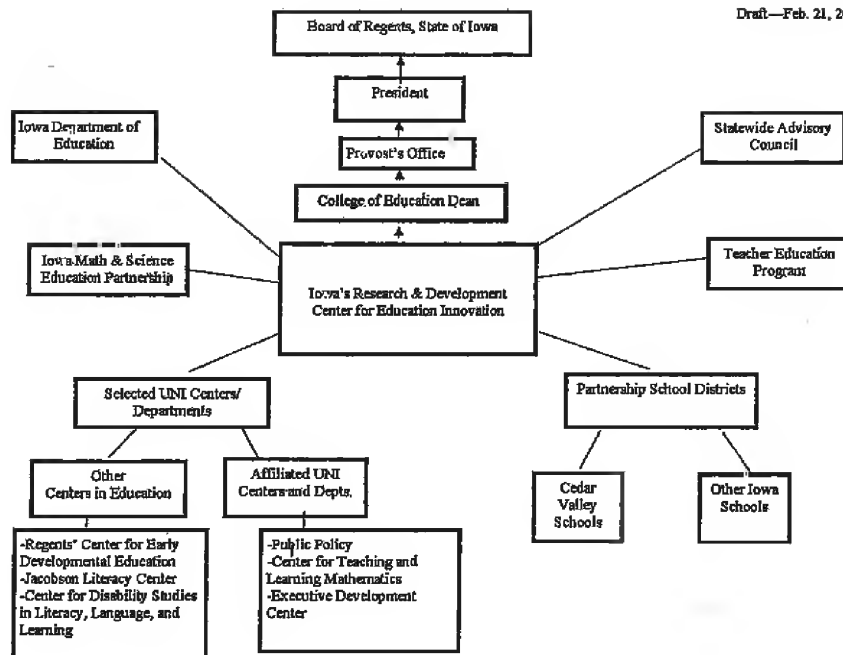
The R&D model will address a much wider range of issues with more robust results by having flexibility in terms of resources applied to an issue and the partnership with school districts. For example, for a particular research issue, faculty from several universities and education experts from public and private entities could collaborate with a particular school district over multiple years. After the research and development process is completed, the project, including the partnership, would be dissolved and new partnerships developed based upon other needs.

Advantages of the Alternative Model

Research and development outcomes would be much more robust because the classroom situations would be much more reflective of the variety of classroom settings across the state than currently exist at Price Lab School. Research could be focused on a diversity of student populations, classrooms, and community settings.

- The DE/UNI partnership would gain much more visibility and credibility by having partnerships with school districts located in different parts of the state.
- UNI would set aside funds to actually conduct research and collaboration with others outside UNI to get the best minds involved in designing the research.
- A much wider variety of research questions can be addressed and hypotheses tested by having a broader set of disciplines and testing sites involved.
- UNI as a national leader would be enhanced by having a mechanism for having nationally prominent education scholars and thinkers connected to the “think tank” or on particular projects being conducted. More importantly, the State of Iowa would benefit by having these world class educators involved.
- UNI preservice students would be exposed to a broader range of classroom settings for clinical experiences.
- The center will be led by UNI under the governance of the Board of Regents, State of Iowa, and operate in partnership with the Iowa Department of Education. An advisory board of representing education stakeholders will be formed, including representatives of the University of Iowa and Iowa State University. The center will work in cooperation with existing UNI centers, as well as the Iowa Math and Science Partnership to leverage expertise. A draft model is attached for illustrative purposes.

Draft—Feb. 21, 2012



CASE FOR AN ALTERNATIVE RD MODEL

Background

The University of Northern Iowa (UNI) is strongly committed to being the premier Pre K-12 higher education institution in the state and among the best in the nation. In his installation address in September 2006, UNI President Benjamin J Allen emphasized the importance of this priority but also the need to make changes when necessary:

“We MUST have UNI positioned to be the leading academic institution in the State of Iowa for Prek-12 issues. ...the University of Northern Iowa must be unchallenged on its leadership on issues related to pre-K through 12. If we are not now in that position, we must assess our position and determine priorities and strategies to be in that position. Given the recent criticisms of all Colleges of Education and teacher education programs, we must have the courage to do some introspection and assessment of our own program to determine how much responsibility we have for some of the problems, and how much potential we have to be a leader in finding the solution.”

For the first time ever, the priority of being the leader in Pre K-12 education was made one of the six priorities or goals of the University Strategic Plan (Goal 3: Lead the State and Nation in Pre K-12 Education). The process of developing this plan included the vetting of the goals and priorities with stakeholder groups across campus. This Pre K-12 Education priority was not a priority in the other three earlier university strategic plans dating back to 1996. Further evidence of making Pre K-12 education a priority lies in the fundraising efforts that have resulted in gifts like the largest ever to UNI (\$11 million) to create a Literacy Center in the College of Education.

Original Creation of R&D School Model

The legislation creating the R&D School Model was initiated via Senate File 470, Spring 2009, with a question about whether a R&D School should be located at the Price Lab School. Full consideration to the broader array of R&D resources and expertise found across the entire campus and the importance of locating the research in a variety of school settings was not given at the time. The recommended alternative, “Iowa’s Research and Development Center for Education Innovation,” will allow for better optimization of resources. The population limits in the statute for Price Laboratory School result in above average costs for instruction per pupil, as well as limit some research due to sample size.

Premises for an Alternative R&D Model

: The R&D model will involve more of the teaching, research and outreach resources on campus by having a broader base—not just the Lab School, in fact, not just the College of Education. We envision a “think tank” involving members of faculty and staff from across campus. Critical research questions would be identified and research would be conducted to inform practices and education policy. Examples might include research on assessments, human capital, staffing models, administrative practices, finance, as well as teaching and learning models. Funding and arrangements would be established to allow/encourage visiting scholars, practitioners, DE staff, etc. to be engaged in the research depending upon the project.

The R&D model will involve more authentic settings for the research to be conducted and applied and for teaching and learning models to be developed. This can best be accomplished by forming selected partnerships with school districts across the state depending upon the nature of the research or type of development issue—e.g., best teaching or science practices in rural, urban, or suburban schools.

The R&D model will address a much wider range of issues with more robust results by having flexibility in terms of resources applied to an issue and the partnership with school districts. For example, for a particular research issue, faculty from several universities and education experts from public and private entities could collaborate with a particular school district over multiple years. After the research and development process is completed, the project, including the partnership, would be dissolved and new partnerships developed based upon other issues.

Advantages of the Alternative Model

Research/development outcomes would be much more robust because the classroom situations would be much more reflective of the variety of classroom settings across the state than currently exist at Price Lab School. Research could be focused on a variety of student populations, classrooms, and community settings.

- The DE/UNI partnership would gain much more visibility and credibility by having partnerships with school districts located in different parts of the state.
- UNI would set aside funds to actually conduct research/collaborate with others outside UNI to get the best minds involved in designing the research. Currently, almost all of the funds are used to operate the Price Lab School.
- A much wider variety of research questions can be addressed and hypotheses tested by having a broader set of disciplines and testing sites involved.
- UNI as a national leader would be enhanced by having a mechanism for having nationally prominent education scholars and thinkers connected to

the "think tank" or on particular projects being conducted. More importantly, the State of Iowa would benefit by having these world class educators involved.

- UNI preservice students would be exposed to a broader range of classroom settings for clinical experiences.

Transition Team

- | | |
|-------------------------|-----------------|
| 1. Team Leaders | Jan Hanish |
| 2. COE Dean | Dwight Watson |
| 3. Politics | Pat Geadelmann |
| 4. R&D Advisory Council | Brenda Buzynski |

5. Legal

University Counsel
Board Office Counsel
Outside Counsel

Tim McKenna

Contractual agreements

6. Academic

Clinical

Becky Hawbaker

Student Teaching

Melissa Heston

7. Activities

Activity Director

?

8. Budget

Funds, Accounts

Bruce Rieks

9. Facility

Facility Management

Morris Mikkelsen

10. Communication

University Relations

Stacey Christensen

11. Personnel

Faculty

Ginny Arthur

P&S and Merit

Michelle Byers

12. CDC

Child Development Center

CDC Rep?

13. Public Relations (relationships)

Naming - ?

Donors - ?

AGENDA

David Stoakes

Location Seerley 20

Date: February 10, 2012

Time: 3:00 p.m.

- Closing - pending legislative change
- Need support - Straker, Nones
 - Help in Clinicals
 - Leadership Rebuild
 - Expansion of PDS school model

Fwd: Public records request

1 message

~~FEB 1 - FEB 28~~

Stacey Christensen <stacey.christensen@uni.edu>

Tue, Feb 28, 2012 at 4:34 PM

To: Benjamin Allen <ben.allen@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>, Timothy McKenna <Tim.McKenna@uni.edu>

Cc: Stacey Christensen <stacey.christensen@uni.edu>, James O'Connor <james.oconnor@uni.edu>, Gary Shontz <Gary.Shontz@uni.edu>, Shashi Kaparathi <shashi.kaparathi@uni.edu>

Here's another one, from KCRG, not the longer date range. I need to discuss further with Tim and maybe Ginny, the parameters for what can and can't be pulled as an open record. Stay tuned.

Stacey Christensen

University of Northern Iowa

Public Relations Manager

stacey.christensen@uni.edu

319-273-6728

www.uni.edu/newsroom

Begin forwarded message:

From: Jillian Petrus <Jillian.Petrus@kcrgr.com>

Date: February 28, 2012 1:49:41 PM CST

To: "stacey.christensen@uni.edu" <stacey.christensen@uni.edu>

cc: Kara Kelly <Kara.Kelly@kcrgr.com>

subject: Public records request

This is a request for access to public records under Iowa's Open Records Act (Chapter 22).

I am seeking all correspondence to or from President Ben Allen between February 1, 2011 and February 28, 2012 concerning the Malcolm Price Laboratory School and the University of Northern Iowa Museum. This should include, but not be limited to, letters, emails, reports, faxes and other documents.

Dec. 1 - 2011 to Feb 28, 2012

Clarify
looking
@ possible
closure

If you determine that portions of the requested records are exempt from release, please delete the material that you believe is exempt and provide me access to the remaining, non-exempt material.

If you deny this request, or a portion of it, please list the specific exemptions you are relying on (Section 22.7 of the Act) to justify that denial. Please alert me **in advance** to any costs associated with this request so I can get approval from my supervisor.

I look forward to hearing from you within 10 \
have any questions about this request, pleas
at this email address. I've cc'd my news dire
involved in the process as well. She can be

Thank you for your time and consideration.

Jillian

Jillian Petrus

KCRG-TV9 Reporter

501 2nd Avenue SE

Cedar Rapids, Iowa 52401

W: 319.551.4843

jillian.petrus@kcrg.com

Subject: Price Lab

From: John Hayes <john-hayes@insightbb.com>

Date: 2/27/2012 8:16 PM

To: "ben.allen@uni.edu" <ben.allen@uni.edu>

Mr. Allen,

I write to you from Louisville, Kentucky as a successful father and business executive. Growing up in Cedar Falls, Iowa, I would never have dreamed that I could have accomplished so much with my life journey. Now, in light of the troubling news of YOUR plan to close the Lab School, I realize how important my education from the teachers at the Lab School was to my success. I know this note won't change your mind, but I needed to let you know that I think YOUR decision is a disgrace to the legacy of the educators at ISTC, SCI and UNI.

Sincerely,

John V. Hayes
Senior Vice President
Brown-Forman Corporation

Sent from my iPad

Fwd: Price Lab School

Subject: Fwd: Price Lab School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/27/2012 9:31 PM
To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I did not respond.

Ben

----- Original Message -----

Subject: Price Lab School
Date: Thu, 23 Feb 2012 06:36:33 +0000
From: Eric Hart <ehart@aud.edu>
To: ben.allen@uni.edu <ben.allen@uni.edu>

Dear President Allen,

I was very sorry to read in the newspaper of the closing of Price Lab School. I hope that can be averted. I think the school and its faculty are certainly valuable. Certainly budgets are tight these days, but I hope some accommodation can be reached so that the valuable work at Price Lab School can continue. Sincerely,

Eric Hart
(Now at the American University in Dubai, but longtime professor and consultant in Iowa.)

[AUD Logo] Eric Hart
Associate Professor of Mathematics

P.O. Box 28282, Dubai - U.A.E.
DL : +971 4 318 3470
T : +971 4 399 9000 Ext. 470
F : +971 4 399 8899
E : ehart@aud.edu
www.aud.edu <<http://www.aud.edu>>

Subject: Thank You

From: [REDACTED]

Date: 2/27/2012 11:06 PM

To: Benjamin Allen <ben.allen@uni.edu>

Hello President Allen!

I just wanted to send you a quick note to say thank you. I appreciate the hard decision you recently had to make about budget cuts, specifically Price Lab. I can't imagine the situation you are in, but I trust that you are keeping the best interests of the students and faculty in mind and making the wisest decision, as you have done in the past. I'm sorry for all of the bad rep you have against you; I don't think you deserve it. You just happen to be the easiest person to blame as the face of the issue. As much as I am sad to see Price Lab go, I respect your decision and still think you are a great president who is trying to do what is best for UNI.

I sincerely hope the stress of all this is decreasing. And thanks again for making this tough decision, despite all of the opposition. I can't speak for all of UNI, but I certainly enjoy having you as our president. :)

Sincerely,

[REDACTED]

Junior

Thank you for your hard work

Subject: Thank you for your hard work

From: [REDACTED] <[REDACTED]>

Date: 2/27/2012 8:21 PM

To: Benjamin Allen <ben.allen@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

Good Evening,

My name is [REDACTED] and I am an Elementary Education and Middle Level major and I was at the 7 PM meeting you opened up to UNI students. I was a bit embarrassed in the way that some of the students shared their concern with the closing of Price Lab. I appreciated all of your comments though because it continued to show me all of the hard work and concern you have for the University and its students. This is a tough situation that you are in, and no one wants to see a school close. I just wanted to send you a note of appreciation and thanks for your dedication to work to preserve the reputation that UNI has in its teacher education program. I have had an outstanding experience at UNI during my four years and I truly appreciate all that you have both done! My mother attended UNI to receive her education degree and I asked her who her president was and who the dean of education was, and she couldn't tell me! I think that it is admirable that I know who both of you are and that you have made an effort to show yourself in our lives during my years as a third generation UNI student.

In the days when you are getting some flack from people I just wanted to let you know that I have faith that any decisions you make will be beneficial for all students present and future.

Thank you for your time,

[REDACTED]

Subject: Waterloo Headline April 9, 2010

From: Robert Huber <rhuber@cfu.net>

Date: 2/28/2012 7:50 AM

To: Ben Allen <ben.allen@uni.edu>

Sir:

Courier Headline: "Allen: Flap won't hurt Price Lab's future."

Realizing there are confidentiality issues at state, could you tell me if any of the tuition money owed to Price Lab has been recovered and who would have authorization for expenditures of that money.

Since J.D. Cryer and James Stichter were reported to have rectified their accounts with Price Lab, can you tell me if David Smith or Lori Smith have rectified their accounts?

It is obvious to me that his issue has poisoned many people about the Lab School. There have numerous comments made about this in community, even one of my medical doctors commented about it during a recent appointment. I am somewhat disheartened that Mr. Smith basically was able to be promoted to a Superintendency after this debacle.

Robert Huber

BA 73 MAE 84 University of Northern Iowa

Subject: Fwd: UNI emails request

From: Stacey Christensen <stacey.christensen@uni.edu>

Date: 2/28/2012 8:16 AM

To: Shashi Kaparthy <shashi.kaparthy@uni.edu>, James O'Connor <james.oconnor@uni.edu>, Dwight Watson <dwight.watson@uni.edu>, Benjamin Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Timothy McKenna <Tim.McKenna@uni.edu>, Gary Shontz <Gary.Shontz@uni.edu>

CC: Stacey Christensen <stacey.christensen@uni.edu>

This is the second request we have received from another media source requesting the information below. How have we handled these email requests in the past? Shashi, does the retrieval occur from your area? Please advise. Also, please advise if there will be costs associated with this work and provide me with a cost estimate so I can share this quote with Diane.

Our public record fees are \$30 per hour for actual time spent retrieving and copying documents and/or for supervising the examination of public records. Typically there is no charge if the time spent on those tasks is less than one hour. We also try to provide the information within 10 working days.

Stacey Christensen
University of Northern Iowa
Public Relations Manager
stacey.christensen@uni.edu
319-273-6728
www.uni.edu/newsroom

Begin forwarded message:

From: Diane Heldt <Diane.Heldt@sourcemedi.net>
Date: February 27, 2012 6:03:10 PM CST
To: "Stacey Christensen (stacey.christensen@uni.edu)" <stacey.christensen@uni.edu>
Cc: "james.oconnor@uni.edu" <james.oconnor@uni.edu>
Subject: UNI emails request

Stacey,

I'm requesting through Iowa opens records law any emails, memos or written correspondence sent or received by UNI President Ben Allen, UNI Provost Gloria Gibson or UNI Education Dean Dwight Watson from Oct. 1 to the present regarding the closing of Price Lab School or regarding possible budget cuts involving Price Lab School.

Fwd: UNI emails request

Please let me know if you need additional information about this request. Thanks.

Diane

Diane Heldt

Higher education reporter

201 S. Clinton St. Suite 200

Iowa City, Iowa 52240

W: 319-339-3158

C: 319-270-7569

diane.heldt@sourcemedi.net



Fwd: Personal Letter Regarding Closing Price Lab School

Subject: Fwd: Personal Letter Regarding Closing Price Lab School

From: Ben Allen <ben.allen@uni.edu>

Date: 2/28/2012 8:23 AM

To: BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>

Brenda,

I just came across this one in my long list of e-mails. I did not respond.

Ben

----- Original Message -----

Subject: Personal Letter Regarding Closing Price Lab School

Date: Wed, 22 Feb 2012 09:44:44 -0800

From: [REDACTED]

To: Benjamin Allen <ben.allen@uni.edu>, Dwight Watson <dwright.watson@uni.edu>, mbruns@iastate.edu, herman.quirmbach@legis.iowa.gov, brian.schoenjahn@legis.iowa.gov, shawn.hamerlinck@legis.iowa.gov, greg.forristall@legis.state.ia.us, sharon.steckman@legis.state.ia.us, cindy.winckler@legis.state.ia.us

Subject: Budget announcement regarding closing of Price Lab School

I've been connected to Price Lab School my entire life, literally. My brother brought me to school for show in tell when I was just two weeks old and now at age 21, I still have a strong connection to the school. There are no words to describe the privilege it was to have attended Price Lab school from preschool all the way through my senior year of high school. If you haven't personally attended the lab school, been a parent, teacher, student teacher or extremely close friend, you have no idea the kind of loving family atmosphere that you're surrounded with on a daily basis. Every student becomes part of the Price Lab family where every teacher knows your name and your fellow classmates are more like brothers and sisters.

I strongly urge that you reconsider your decision when it comes to completely closing Price Lab School. This decision is easy for you to make because you've never attended school there or had any children that have attended there. It's all about money for you and cutting out the "easy" things that you think will affect the least amount of people. Well closing the lab school won't just affect that tiny number of 250 students that attend there as you say, but it will affect all of the student teachers that attend UNI who are currently teaching at the lab school, have previously, or would in the future. It also affects every single alumni that has gone through the school and would agree 100% with me that our school is a one of a kind place that can't be replicated by going to Cedar Falls Schools.

Maybe instead of jumping to closing the school, you should consider the lengths that current students, teachers, and alumni would go to in order to save our beloved school and home. If the problem is in regards to remodeling and creating a nicer school, do you really think we wouldn't

donate our blood, sweat and tears to help in this process? If it got remodeled, why not make it bigger so more than 250 students can attend there? That would solve your "problem" of it serving too small of a population of people to care about.

There's absolutely no way that UNI can continue on with its excellent teaching program if the lab school was cut out of the picture. The lab school is one of the pieces of the puzzles and huge reason why the student teaching program at UNI is such a huge success. If you ask any present or past UNI student teacher that has taught at the lab school, I'm positive they're responses would be similar and they would be devastated to see the school go. So with that being said, you're hurting two things at once if you chose to close the lab school; ruining one of the best teaching programs in the Midwest and hurting the education of past, present, and future Price Lab students as well as teachers, family, and friends. Please reconsider your decision.

Sincerely,

A dark, horizontal, rectangular redacted area, likely covering a signature.

Re: UNI emails request

Subject: Re: UNI emails request

From: Shashi Kaparthy <shashi.kaparthy@uni.edu>

Date: 2/28/2012 8:23 AM

To: Stacey Christensen <stacey.christensen@uni.edu>

CC: "James O'Connor" <james.oconnor@uni.edu>, Dwight Watson <dwight.watson@uni.edu>, Benjamin Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Timothy McKenna <Tim.McKenna@uni.edu>, Gary Shontz <Gary.Shontz@uni.edu>, steve.moon@uni.edu

Stacey:

Gary is our open records point of contact.

I am waiting to hear from him about the process.

Thanks

Shashi.

On Tue, Feb 28, 2012 at 8:16 AM, Stacey Christensen <stacey.christensen@uni.edu> wrote:

This is the second request we have received from another media source requesting the information below. How have we handled these email requests in the past? Shashi, does the retrieval occur from your area? Please advise. Also, please advise if there will be costs associated with this work and provide me with a cost estimate so I can share this quote with Diane.

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Stacey Christensen
University of Northern Iowa
Public Relations Manager
stacey.christensen@uni.edu
[319-273-6728](tel:319-273-6728)
www.uni.edu/newsroom

Begin forwarded message:

From: Diane Heldt <Diane.Heldt@sourcemedi.net>

Date: February 27, 2012 6:03:10 PM CST

Re: UNI emails request

To: "Stacey Christensen (stacey.christensen@uni.edu)"
<stacey.christensen@uni.edu>
Cc: "james.oconnor@uni.edu" <james.oconnor@uni.edu>
Subject: **UNI emails request**

Stacey,

I'm requesting through Iowa opens records law any emails, memos or written correspondence sent or received by UNI President Ben Allen, UNI Provost Gloria Gibson or UNI Education Dean Dwight Watson from Oct. 1 to the present regarding the closing of Price Lab School or regarding possible budget cuts involving Price Lab School.

Please let me know if you need additional information about this request. Thanks.

Diane

Diane Heldt

Higher education reporter

201 S. Clinton St. Suite 200

Iowa City, Iowa 52240

W: [319-339-3158](tel:319-339-3158)

C: [319-270-7569](tel:319-270-7569)

diane.heldt@sourcemedia.net



Re: UNI emails request

--

Shashi Kaparthy, Ph.D.
Chief Information Officer (CIO)
University of Northern Iowa

Subject: Observations

From: James Maltas <james.maltas@uni.edu>

Date: 2/28/2012 8:47 AM

To: ben.allen@uni.edu, dwight.watson@uni.edu

Ben, Dwight,

I have a couple of questions/concerns from what I heard from the Board conversations yesterday and the e-mail from University Relations.

First the e-mail. Why weren't we as faculty given the same respect that is being given to faculty of the other areas being cut. "Before public announcements affected tenured faculty will have a meeting with President Allen, Provost Gibson, and appropriate dean" (I did not receive this courtesy). "Students enrolled will be contacted directly" (they did not receive this courtesy). Why were we treated differently? I have been a professional educator for 40 years and have never been treated with this little respect by peers.

Second the Board discussions. The first item was statements concerning diversity. The implication was that having Level II at the lab school meant a loss in diversity. If this implied student population, then you haven't been in our classrooms. The classroom I was in while listening to this discussion was as diverse in all respects (color, race, mathematics ability, however you want to define diversity) as any classroom in Waterloo and far more diverse than most classrooms in Cedar Falls. The students did take this very well. If it meant diversity of field experience, the other levels provide a wealth of different classroom experiences. I don't think you can say having Level II at the lab school limits the diversity of the student's experiences.

The second item concerned expanding the R&D through out the state. Obviously neither of you has looked at what I or others in the mathematics department have done over the years. I have visited every AEA in the state and worked with the teachers in a variety of settings to improve mathematics instruction. I have had long term relationships with schools in western and eastern iowa. Faculty in our department have been the go to people for mathematics education for as long as I can remember. About the only school district who hasn't used our expertise is the Cedar Falls School District. (This is do to some long standing politics for which I do not know all of the facts.) My credibility comes from that fact that I am still in the classroom. I am not a "University" faculty trying to tell them how to do their job. I am one of them who has remained in the trenches. I don't just say this is how should do it, I give them specific examples from my classroom.

James Maltas

maltas@uni.edu

Mathematics Instructor, Dept. Chair

bservations

Malcolm Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

Subject: A Student Voice -

From: [REDACTED]

Date: 2/28/2012 10:46 AM

To: Benjamin Allen <ben.allen@uni.edu>

Dear President Allen,

I can appreciate your position, the pressure must be crippling. I feel compelled however, to voice my opinion about what is happening on this campus. I have been attending this university since the Spring of 2006 and have seen quite a number of changes, some wonderful and quite a few that fall significantly short of that mark.

In this country education is a prized commodity, but sadly our country has very few premium schools. With that in mind, it is catastrophic that you would close Price Lab, a school that administers exemplary education. It is a school where faculty truly care about their students; is a rare commodity in this country. I would like to think that a university would support education and the learning process not just for college students, but for students of all ages. I have no doubt that closing this school is not your desire, at least I hope that is the case, and I understand you may feel your "hands are tied". But I would beseech you to please find another alternative. This state, at one time, was the number one state for the most literate populace. It no longer holds that distinction. How can the residents of this state and/or city change that? I do not believe closing this school is the right choice.

I feel you need to respect UNI's Shared Governance and protest the decision to bypass this. As a student, my contact is primarily with faculty; subsequently, you are taking away my voice as well. I am not too happy about that.

Thank you for listening.

Best Wishes,

--
[REDACTED]

Lisa A. McClurg
ITS Graduate Assistant
University of Northern Iowa
850 384-3534

Subject: Re:

From: Ben Allen <ben.allen@uni.edu>

Date: 2/23/2012 10:37 PM

To: pallen pallen <pallen@uni.edu>

I don't know.

Ben

pallen pallen said the following on 2/23/2012 10:21 PM:

That's not a surprise. They are the ones doing the writing. Did they get any email in favor of cutting baseball?

On 2/23/12, Ben Allen<ben.allen@uni.edu> wrote:

Pat,

When I spoke with Dave Miles today, he said that the Price lab closing broke the existing record held by the baseball decision for the number of e-mails.

All but one was opposed to my recommendation.

Ben

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566

For deaf or hard of hearing, use Relay 711

Fax: 319-273-6494

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall

e:

Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566

For deaf or hard of hearing, use Relay 711

Fax: 319-273-6494

Subject: Re: Fwd: R3D

From: Ben Allen <ben.allen@uni.edu>

Date: 2/10/2012 9:57 AM

To: Jeneane Beck <jeneane.beck@uni.edu>

Thanks

Jeneane Beck said the following on 2/10/2012 8:12 AM:

President Allen,

I sent it and added a line about your willingness to sit down or call the Senator. I'll keep you posted.

Jeneane

On Fri, Feb 10, 2012 at 7:56 AM, Ben Allen <ben.allen@uni.edu> wrote:
Jeneane,

The proposed message is fine. You could offer that I would be pleased to meet with Senator Schoenjahn next week if I can do this on Tuesday or Wednesday (preferred but would have to be in the afternoon). Or I could give the Senator a call although a person to person meeting is better. Relevant but not appropriate to put in the message is that I discussed all of the possible changes with the entire Board of Regents for the first time this week.

Jennifer, please respond to Jeneane about the feasibility of meeting with Schoenjahn next week on Tuesday or Wednesday given my schedule.

Ben

P.S. Jennifer was one of his favorite students (I have been told by Jennifer) when he was a teacher.

Jeneane Beck said the following on 2/10/2012 7:41 AM:

President Allen,

please see Bridget's email below and Senator Schoenjahn's. Here's how I thought I would reply. Let me know what you think.

Bridget,

No decision has been made yet. But President Allen has discussed all of his

3/2/2012 12:11 PM

options with Senators Gronstal and Danielson.

As you may have heard President Allen is forced to make some difficult decisions due to a budget shortfall on campus. Our Provost is meeting with our union faculty as is required in our master agreement to come up with some ways to save money. There will be cuts to both academic and non-academic programs. This will also include some outsourcing and some decision regarding Price Lab. That is all public.

Unfortunately none of the decisions have been finalized yet but we hope to have an announcement soon.

I apologize for the stress this may cause Senators, particularly Senators Schoenjahn and Danielson. I'll keep you posted.

Jeneane

Bridget,

No decision has been made yet. But President Allen has discussed all of his options with Senators Gronstal and Danielson.

As you may have heard President Allen is forced to make some difficult decisions due to a budget shortfall on campus. Our Provost is meeting with our union faculty as is required in our master agreement to come up with some ways to save money. There will be cuts to both academic and non-academic programs. This will also include some outsourcing and some decision regarding Price Lab. That is all public.

Unfortunately none of the decisions have been finalized yet but we hope to have an announcement soon.

I apologize for the stress this may cause Senators, particularly Senators Schoenjahn and Danielson. I'll keep you posted.

Jeneane

On Thu, Feb 9, 2012 at 11:09 PM, Godes, Bridget [LEGIS]
<Bridget.Godes@legis.state.ia.us> wrote:

Hey Jeneane...any information on this rummor?

Sent from my iPhone

Begin forwarded message:

From: Brian Schoenjahn
<bschoenjahn@arlingtonia.com<<mailto:bschoenjahn@arlingtonia.com>>>
Date: February 9, 2012 10:12:10 PM CST
To: "Godes, Bridget [LEGIS]"
<bridget.godes@legis.state.ia.us<<mailto:bridget.godes@legis.state.ia.us>>>
Subject: R3D

Bridget,

I have heard from some folks that Ben Allen has decided to close Price Lab school. I am not sure of the politics of the situation, but I would have thought that he or the Regents would have informed us of this.

B

Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

--
Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

--
Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

--
Benjamin J. Allen
President
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20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
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Subject: Fwd: Walk to President's House
From: Ben Allen <ben.allen@uni.edu>
Date: 2/18/2012 10:53 AM
To: Patricia Geadelmann <Patricia.Geadelmann@uni.edu>

Pat,

I think I am ok with out a conversation at least until you get back. I wanted to provide you an update of a meeting that I had with Schoenjahn, Dvorsky, Quirmback, Dotzler, Kressig, Kibbie, and for a part of the meeting Gronstal about the Price Lab School. My conversation with Ruth Harkin yesterday was helpful.

Hope the thunderstorm has passed through.

I thought you might be interested in the possible event below.

Ben

----- Original Message -----

Subject: Walk to President's House
Date: Sat, 18 Feb 2012 07:34:55 -0600
From: Michael Hager <michael.hager@uni.edu>
To: Benjamin Allen <ben.allen@uni.edu>, Gloria J Gibson <gloria.gibson@uni.edu>, David Zarifis <david.zarifis@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

The following is on the Keep Price Lab Open facebook page:

KPLO Event: Friday, February 24 at 3 pm. Meet at PLS. Walk to the President's House on College & Seerley. Parents, teachers, students and anyone who supports the school should plan on attending. If you like this idea please comment and indicate that you would attend. Reason for the timing of this event: major announcement planned by UNI in regard to PLS on March 1st. Let's get some positive press for our school.

There are a series of comments, one reported from a CDC infant teacher if babies could come, questions from a parent if appropriate for infants from CDC to be on the protest, concerns about violence (I don't interpret it is a real threat though), "children are welcome and expected to attend this event", assurances that parents would have to pick up their kids in order to attend, etc.

<http://www.facebook.com/#!/KeepPriceLabOpen>

Michael

--

Michael Hager
Vice President for Administration and Financial Services
University of Northern Iowa
122 Lang Hall
Cedar Falls, IA 50614-0003
(319) 273-2382

February 5, 2012

To: Ben Allen

From: Pat Geadelmann

Re: Budget Reductions/Reallocations

1. Price Laboratory School: Legislation re RDDD

[REDACTED]

Part of the confusion, apart from the RDDD, relates to language that assumes that the center for early developmental education is one and the same with PLS, which is not/has not been true. At one point it was located at the Freberg Center at Allen; now it is within the COE. The LSB would need to review the Code, but most could be taken care of by striking.

A combination of amending and striking would be another option. For instance, the first sentence of 256G.1 might read, "It is the intent of the general assembly to establish a state research and development center (institute) at the University of Northern Iowa to do the following:" The three purposes in the Code could remain or be amended as well. The could conceivable constitute the whole of the Code language. If desired, consideration could be given to amending other sections related to governance, advisory boards. etc.

Another question might be whether we want to remove any reference to "laboratory school setting" in the Code. Would we want to consider the Child Development Center a laboratory school? I believe ISU regards theirs this way. There may be some future value in retaining that term. Would we consider attaching the Price name to our CDC/laboratory school?

I believe we would need approval from the BOR to close the MPLS before we could seek Code changes. In our request to close the MPLS, I think we need to include a request for the Board to reaffirm its support for an RDDD center at UNI and to seek appropriate Code changes.

2. Our PLS projected cost savings/employee terminations/reassignments/buy-outs will need to be factored in with Gloria's other faculty/program changes. I don't know if this has been done yet. The **Task Forces** which you, Brenda, and I discussed **need to get started** this coming week. We will be asked about total savings from our proposals.

3. Requirements for Teaching Endorsement: Bureau of Educational Examiners

I hope we that we will retain sufficient course offerings to enable teaching endorsements in physics and geography, as well as earth science if it too is being cut, since I think we are the only institution in the state with these teaching programs. Below are the requirements posted on the BEE website:

Physics: 24 semester hours in Physics OR 30 hours in the broad sciences which include 15 in physics.

Geography: 24 semester hours in Geography OR 30 hours in the social sciences which include 15 in geography

Earth Science: 24 hours in Earth Science or 30 hours in the broad sciences which include 15 in earth science.

4. Administration:

Clayson's column today (and past UF and Senate statements) addresses the lack of cuts in administration. We need clearly identify these in our presentation. It appears some departments are merging, which would reduce one or more administrative positions. PLS closing would include additional administrative positions. What about the Graduate College?

5. BOR Timeline/Process

Is it conceivable that the Board will want more than one meeting to make a decision? One to hear our request and hear comments and one to vote? If so, I think we should consider asking for a special meeting in early March (before Spring Break) for that purpose, with a vote coming at the regular March meeting held on a campus. The April meeting is too late. Further, we need a March decision if we are going to have time for Code changes.

Subject: Fwd: Fwd: Statement

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/27/2012 4:25 PM

To: cabinetonly@uni.edu

All,

Note below. I understand that the legislators were in caucus and could not (did not) listen to the Board meeting. Jeneane is checking to see if the meeting was recorded and a link can be put on the website. She has asked about getting copies of Ben's and Dwight's statements to give to them --Since we don't have anything in writing from the superintendents, an option might be for Dwight and them to write an op or a joint letter.

Pat

----- Original Message -----

Subject:Fwd: Statement

Date:Mon, 27 Feb 2012 16:14:11 -0600

From:Jeneane Beck <jeneane.beck@uni.edu>

To:Ben Allen <ben.allen@uni.edu>, Patricia Geadelmann <patricia.geadelmann@uni.edu>, Jane Larson <jane.larson@uni.edu>, Jennifer Yarrow <jennifer.yarrow@uni.edu>

President Allen,

FYI

Jeneane

Local Dems release statement

Joint Statement on Regents Vote to Close Price Lab

From Black Hawk County Legislators Rep. Bob Kressig, Rep. Deborah Berry, Rep. Anesa Kajtazovic, Sen. Jeff Danielson, and Sen. Bill Dotzler:

"We're deeply disappointed in the Board of Regents' decision today to close the Price Lab School. Their decision was made without any input from parents, students, teachers, or others in our community. This lack of transparency in an era of open government is alarming.

There's no plan in place to help the students and families currently enrolled at Price Lab or provide the quality training for students at UNI who are training to be teachers.

With so many unanswered questions, there was no reason to rush this decision and close Price Lab. We've heard from hundreds of Iowans about the closing and they deserved to be heard before this decision was made.

We're going to review every legislative option we have and work to keep the school open."

Read More: http://wfcourier.com/news/local/update-regents-say-no-legislative-action-needed-on-price-lab/article_6d17935c-617e-11e1-b821-001871e3ce6c.html#ixzz1ncURx1xE

Joe Murphy

Director of Public Affairs

Summit Group

1615 Golden Aspen Drive, Ste. 108

Ames, IA 50006

O: [515-223-4598](tel:515-223-4598) ext. 203

C: [515-201-1081](tel:515-201-1081)

www.summitag.com

--
Jeneane Beck
UNI State Relations Officer

Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

Subject: Re: FW: PLS/R&D School
From: Ben Allen <ben.allen@uni.edu>
Date: 2/12/2012 4:12 PM
To: Bruce Rieks <bruce.rieks@uni.edu>

Bruce,

Thanks for your work on this. Given that Gloria has not discussed this--we might need to find a different venue without so many people in the room.

Ben

Bruce Rieks said the following on 2/12/2012 4:03 PM:

Ben,

I haven't discussed this with Gloria or Dwight since I put this information together so I am not sure how they have used the information. I see that Dwight indicates that a certain model would work and still maintain the school. I'm not sure if this is different than the reduction he indicated to me but I would be glad to discuss what I know at this point.

The concern I did mention to Dwight was the need at some point to fine tune the operation with R&D management to verify the feasibility of such a reduction.

See you tomorrow,
Bruce

On Sat, Feb 11, 2012 at 2:45 PM, Ben Allen <ben.allen@uni.edu> wrote:
Bruce,

I don't know if you discussed this with Gloria or not. Would you be prepared to discuss this (what it means) at our budget committee meeting on Monday? I might not ask for it depending upon how the other items are moving along etc.

Thanks,

Ben

----- Original Message -----

Subject:FW: PLS/R&D School
Date:Tue, 7 Feb 2012 16:47:11 -0600
From:Dr. Dwight C. Watson <dwight.watson@uni.edu>

To:Gloria Gibson <gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>
CC:Brenda Buzynski <brenda.buzynski@uni.edu>

Ben and Gloria here are the budget models from Bruce. I think with this model, we could maintain the school. I would love to discuss this with you Provost before our meeting on Friday. We could invite Bruce in order to provide tailored interpretations.

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

From: Bruce Rieks [<mailto:bruce.rieks@uni.edu>]
Sent: Monday, February 06, 2012 3:27 PM
To: Dwight Watson
Subject: PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. The is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

--
Benjamin J. Allen
President

Re: FW: PLS/R&D School

University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: financial info. PLS school
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 1/24/2012 6:45 PM
To: "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Ben Allen <ben.allen@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

Financial info. from Gary S. and Bruce R. - on 12.12.11 - is attached.

Brenda

--
Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

Shontz.info.12.12.11.pdf	27 bytes
Bruce.12.12.11.pdf	27 bytes

RDDD School Study
GEF Cost of the Program and the Facility it Occupies
Notes
Prepared December 12, 2011

CONFIDENTIAL

Notes

Program costs are GEF costs per the F12 initial budget.
January 1, 2012 salary increases for United Faculty are not included.

Indirect Physical Plant costs are F11 actual costs of the facility per the Job Cost System.

Electricity consumed by PLS is not metered, but steam consumption is metered. PLS utilizes 3.75 percent of campus steam production. Assumed 3.75 percent of electricity production.

Indirect costs do not include subsidies provided by College of Education for deficit elimination.

Labor concerns: UF contract provides for reduction in force. Temporary, term, and probationary tenure-track faculty must be eliminated before tenured faculty. UF would likely file grievances and a lawsuit. It may be possible to place P & S employees in other positions. P & S employees with continuing service must be provided 90 days notice and P & S employees with a term or probationary appointment should be provided 60 days notice. AFSCME employees have a contractual right to another position. A layoff plan must be filed with the Governor's Office for AFSCME employees. Any persons unemployed are entitled to unemployment compensation for 26 weeks. The University would be invoiced for the cost of the unemployment compensation by the State.

Assumed the facility would be razed with the exception of the Fieldhouse at a cost of \$1,500,000.

Deferred maintenance of \$16,976,850 could be removed from the list if the facility is razed.

Assumed the Fieldhouse would be assigned to Intercollegiate Athletics.

Assumed the Child Development Center would be moved to another facility.

Assumed 90 percent of Physical Plant indirect costs could be saved if the facility is razed. (The Fieldhouse is ten percent of the net assignable square feet.)

There is a \$170,000 ADA/Fire Safety Project underway in the facility. Should be stopped?

A \$4x,xxx dishwasher has been bid for the Nutrition Program. Should the order be placed on hold?

RDDD School Study
 GEF Cost of the Program and the Facility it Occupies
 Version 1 - Transfer Tenure-Track Professors to C & I
 Prepared December 12, 2011

CONFIDENTIAL

Cost Saving Projection: Elimination of RDDD School program and facility with exception of Fieldhouse.

General Educational Fund Direct Costs:		
General Educational Fund transfer to the RDDD School		3,281,001
Less: Retain tenure-track professors of assistant or above		
Countryman-tenured professor	81,648	
Stone-tenured professor	92,930	
Swann-tenured associate professor	93,401	
Beharka-probationary assistant professor	61,088	
Zwanziger-probationary assistant professor	61,513	
Cost to retain tenure track professors of asst & above		(390,580)

Net Direct General Educational Fund Savings 2,890,421

General Educational Fund Indirect Costs-Physical Plant:		
Utilities-electricity (no meter--estimate)(fuel cost only)	96,876	
Utilities-steam (metered)(fuel cost only)	123,078	
Utilities-Non-heating gas-meter 2-13402	228	
Utilities-Non-heating gas-meter 2-20365	587	
Utilities-Water-meter 1441993	5,200	
Utilities-Sewer-meter 1441993	11,948	
Insurance 186,000 sq feet; 42.9 MM bldg; 5 MM contents	23,207	
Custodial labor	204,698	
Custodial supplies	19,204	
Area maintenance	15,528	
Preventative maintenance	6,197	
Operations and maintenance labor	42,691	
Operations and maintenance supplies and services	24,005	
Outside vendor maintenance	3,123	
Grounds Area VII horticultural maintenance	18,597	
Grounds Area VII litter/trash removal	17,499	
Pest control labor	2,110	
Pest control supplies	127	
Grounds Area VII turf-mowing, trimming, edging	14,494	
Grounds Area VII Repair	1,466	
North elevator preventative maintenance	751	
North elevator repair	186	
South elevator preventative maintenance	662	
West elevator preventative maintenance	523	
Total Indirect Costs	632,985	Fil

Total Indirect Costs x .9 569,686

Total Possible Cost Savings 3,460,107

CONFIDENTIAL

RDDD School Study
GEF Cost of the Program and the Facility it Occupies
Version 2 - Transfer Tenure Track Professors & Tenured Instructors to C & I
Prepared December 12, 2011

Cost Saving Projection: Elimination of RDDD School program and facility with exception of Fieldhouse.

General Educational Fund Direct Costs: 3,281,001
General Educational Fund transfer to the RDDD School

Less: Retain tenure-track professors of assistant or above

	81,648	
+3 Countryman-tenured professor	92,930	
Stone-tenured professor	93,401	
Swann-tenured associated professor (Oct. 2011-retiring)	61,088	
Beharka-probationary assistant professor	61,513	
Zwanziger-probationary assistant professor		(390,580)
Cost to retain tenure track professors of asst & above		

Less: Retain tenured instructors

	61,034	
Maltas-tenured instructor	65,940	
Bromwich-tenured instructor	69,968	
Lockhart-tenured instructor	80,206	
Guenther-tenured instructor	72,857	
Hoffman-tenured instructor	62,169	
Spurr-tenured instructor	81,082	
Weber-tenured instructor	69,036	
Breitbart-tenured instructor	79,644	
Stichter, Mary-tenured instructor	76,912	
Knivslund-tenured instructor	73,686	
Doyle-tenured instructor	75,731	
Nielsen-tenured instructor	88,467	
Dykstra-tenured instructor	79,072	
Beckman-tenured instructor	88,039	
Miller-tenured instructor	92,135	
Struck-tenured instructor	79,274	
Hawbaker-tenured instructor	76,652	
Sticher, James-tenured instructor	72,340	
Cryer-tenured instructor - (project S&K)		(1,444,244)
Cost to retain tenured instructors		

Net Direct General Educational Fund Savings 1,446,177

Continued on Next Page

CONFIDENTIAL

General Educational Fund Indirect Costs-Physical Plant:	96,876	
Utilities-electricity (no meter--estimate)(fuel cost only)	123,078	
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North elevator preventative maintenance	186	
North elevator repair	662	
South elevator preventative maintenance	523	
West elevator preventative maintenance	632,985	
Total Indirect Costs		<u>569,686</u>
Total Indirect Costs x .9		<u>2,015,863</u>
Total Possible Cost Savings		

UNIVERSITY OF NORTHERN IOWA
R & D School Data

GEF Support:

SWFB	\$ 3,215,675
Supplies & Svcs	65,326
Total Support	<u>\$ 3,281,001</u>

Employee Count:

1) Executive/Administrative/Managerial	1
2) Instruction (faculty) - 31	
Tenured	22
Probationary	(9) 2 shaded & 7
3) Faculty-Term/Renewable Term - hired fall '11 - 2 yf. Appr.	17
4) Other Professionals	6
5) Clerical and Secretarial	4
6) Technical/Paraprofessionals	1
Total Count	<u>60</u>

1 Spec. Ed.
3.3 HF
2.0 - per pupil
5.3

= FUND = 2800

from elsewhere
16% = County/area
18% = State
of their salary

5883 =

Fwd: follow-up / info. by Sun.

Subject: Fwd: follow-up / info. by Sun.
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 2/5/2012 2:15 PM
To: Ben Allen <ben.allen@uni.edu>

Ben,

I trust - you're are receiving what you need for Mon. -

Re: PLS -

I did provide Gloria - the same document - I gave you - 4 pgs. - may provide a few comments re: PLSand I think Gloria has some info. from Dwight....

Re: PLS -

Q. - Do we need 1 document - (perhaps of the top 20-25 questions) with our answers? - I just wonder if we need a Q&A doc. - with all talking points - consistent answers etc. - that Gloria, Dwight - and you all agree on - re: rationale for decisions - next steps etc..... (do we wait until after your review on Mon. - and if all goes well - then prepare this document?) - I could - coordinate - work with Dwight/Gloria etc.... ???

- Down the road - I'm concerned - that we have a plan - for / handling the calls, traffic - after the announcement.....- perhaps mid next-week - do we need a plan for that? - who /how will we handle emails, phone calls, traffic etc....???

- On another note - I've been doing a bit of research - into - our discussion on CC etc...- mostly - we have the FofExcellence report on Transfer students - that has some thoughts / suggested actions --- w/ regard to UNI - and transfer students....and - some research findings about our own transfer students etc... --- Main point here - I'm interested in looking into this further - and exploring - how I can help further - w/ CC etc... - our relationships - academically, partnerships, econ. dev., I'll try to put down some thoughts - about an approach / methodology - on this....- learning what we know now - etc. ---

And - we will begin on Mon. - some research into other Lab schools that have closed....

Thanks, - Brenda

----- Original Message -----

Subject: follow-up from Fri. meeting - reminders for Sat/ Sunday -
Date: Fri, 03 Feb 2012 17:22:46 -0600
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Organization: University of Northern Iowa
To: cabinetonly@uni.edu

Cabinet -

Quick follow-up on today's meeting ---

Ben - on Monday - to seek answers on:

1. - need bd. support on decisions
2. - need bd. support - that we are the leaders in pk-12 education - keep the r&d going ...we are expanding our research - center for innovation in education / research institute ???
3. - future "special" bd. meeting - will it be March 21? (in-person / not telephonic) - in Des Moines?

INFO. to send BEN - by Sunday noon -

1. Terry - tuition set-aside - for Ben's meeting on WED - Feb. 8
2. Gloria/Shashi - info. on AA, severance pkg., museum,
3. Terry - non-academic - (athletics, print services, other areas being explored)
4. Michael - possible sources / amounts of funds - for sev. pkg.
5. Gloria/Brenda - info. on PLS - possible talking points
6. Bill - is working on list of donors/friends - we will need to contact soon....
7. Jim - keep on eye on the timing/dates/ - what has to happen when....
8. Pat - keeping perspective on any action needed with our legislative leaders...

INCLUDE as much info. as possible - re: a "range" of the dollar/personnel impact - # of programs, staff, dollars saved, etc.

If questions, please let me know. Thanks, Brenda

--
Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705

Fwd: follow-up / info. by Sun.

PH: 319-273-2566 FAX: 319-273-6494

Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical in

Subject: draft list - task forces
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 1/19/2012 9:18 PM
To: cabinetonly@uni.edu

Cabinet Only,

Attached is a DRAFT - start - to a list of the Task Forces - and some on-going Councils - that might want to be referenced - in some talking points - to provide some context - to the start of several efforts to review and implement change. (Note: we are making a separate list that pertains to all the PLS TaskForces/study committees etc.) ***

We also have:

- 1) 3 FY12 budget messages -- that reference - "changes will occur"
- 2) Also - the "Town Hall" meeting held in November - announced - "challenges, choices, and change"

*** We will continue to review and update the "Task Force" list --- and please email other "Task Forces/Councils" - that you would like added to the list. We welcome your feedback as soon as possible. *** (Again, please note: we are making a separate list that pertains to all the PLS TaskForces/study committees etc.) ***

Thanks, Brenda

--
Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

Task Forces.xlsx

13.9 KB

more PLS fin. info.

Subject: more PLS fin. info.

From: Brenda Buzynski <brenda.buzynski@uni.edu>

Date: 1/24/2012 6:48 PM

To: "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Ben Allen <ben.allen@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

More PLS financial info. - received late fall - 2011 from Mary Sue B. and Lyn C.

Brenda

--

Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

MPLS.bartlett.10.30.11.pdf

27 bytes

University of Northern Iowa
 Malcolm Price Laboratory School (Transferring to Iowa's Res
 Comprehensive General Fund Revenue Budget
 2011-2012

Resources:
 Ranel Richter 3-2414
 Terry Ketter 3-2514
 Lynn Countryman 3-2614
 Carrie DeBerg 553-2422

Revenue:						Revenue
General Educational Fund Support						
Faculty, Acad Admn, & Institutional Officials						2,761,579
Professional and Scientific						201,713
General Service Salaried						83,643
General Service Hourly						190,610
Student Wages						5,284
Supplies and Services						51,667
Library Materials						13,964
						\$ 3,288,164.00
Total GEF Support						\$ 3,281,001.00
Open Enrollment Billings-Regular Education proposed 342 students*5883						\$ 2,011,936.00
Note: Billing all students from open enrollment area						
Special Education Billings (27x actual cost)						
Kim K Miller-Salary and Benefits						\$ 89,085.00
Kelbryn A Connry-Salary and Benefits						\$ 58,044.00
Susan Croelt - Salary and Benefits						\$ 59,040.00
Graduate Assistant -stipend + tuition						\$ 15,000.00
Graduate Assistant -tuition						
Supplies and Services						\$ 10,000.00
Total Special Education Costs						\$ 231,179.00
Subtracting the Cost of regular ed dollars that go to SpN						\$ 210,707.00
5883 x 29	\$ 170,607.00	*12%	\$ 20,472.00			
Cost/pupil =	210,707	/29 total sts=	\$ 7,265.76			152,580.93
Cost/pupil/day	7,265.76	/180 days	\$ 41.76			
Subtract tuition in students (6) 6* 7265.76						\$ (43,594.56)
Subtract these regular ed dollars from above						
Total Special Education Support						\$ 108,986.37
Note: Contracts are required with AEA 267 for the schools in special education pool and with a district						
if it is not in the special education pool. Note: All PLS Special Education Students have a level 1 IEP.						
Fee Revenue:						
Instrument Rental Fee-Band (45 x \$80)						3,655
Instrument Rental Fee-Orchestra (36 x \$30)						2,607
Instrument Rental Fee-Percussion (8 x \$50)						400
Instructional Materials Fee K-4 (83* \$45)						3,735
Instructional Materials Fee 5-12 (241* \$90)						21,690
Nursery School (PK) Program Fee (22 x \$1,540)						33,880
Lost/Not Returned Library Books						?
Late Payment Fees (at University cost)						?
Textbook-Unreasonable Wear & Loss						?
Total Fee Revenue						\$ 65,867.00
Total R & D REVENUE						\$ 5,467,840.37
Accounts & Costs						
Regular Education (Development and Dissemination)						\$ (2,265,535.00)
Building						\$ (342,944.36)
Elementary, Middle & High School						\$ (52,700.00)
Special Education, Guidance & Nurses						\$ (450,042.00)
Speech, PD & Research, Library						\$ (124,773.00)
Technology						\$ (215,268.00)
Administration						\$ (274,113.00)
Merit						\$ (647,440.00)
Music						\$ (193,780.00)
Activities						\$ (69,400.00)
Athletics						\$ (402,988.00)
Lunch/Breakfast- Food						\$ (128,066.00)
Total costs						\$ (5,167,031.36)
BALANCE						\$ 300,809.01

Malcolm Price Laboratory School
(Transforming to Iowa's Research & Development School)
University of Northern Iowa

Comprehensive Budget – 2011-2012

Revenue

General Fund Support	\$3,281,001.00	
Per Pupil Funds(N=342; \$5883/student)	\$2,011,986.00	
Special Education Monies	\$108,986.37	
MPLS Fees	\$65,867.00	
Total		\$5,467,840.37

Expenses

Regular Education	\$(4,824,087.00)	
Building	\$(342,944.36)	
Total		\$(5,167,031.36)

Balance		\$300,809.01
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10-18-11
Mary Lee

Get this
corrected by
Lynn.

University of Northern Iowa
Price Laboratory School (RDDD School)
Comprehensive General Fund Revenue Budget
2011-2012 Proposed

Resources:
Ranell Richter 3-2414
Terry Ketter 3-2514
Lynn Countryman 3-2614
Carrie DeBerg 553-2422

Revenue:						Revenue
General Educational Fund Support						
Faculty, Acad Admin, & Institutional Officials						2,761,678
Professional and Scientific						201,713
General Service Salaried						63,843
General Service Hourly						190,610
Student Wages						5,294
Supplies and Services						51,662
Library Materials						13,864
						\$ 3,288,164.00
Total GEF Support						\$ 3,281,001.00
Open Enrollment Billings-Regular Education proposed 347 students*5883						\$ 2,041,401.00
Note: Billing all students from open enrollment area						
Special Education Billings (27x actual cost)						
Kim K Miller-Salary and Benefits						\$ 88,039.00
Kathryn A Conry-Salary and Benefits						\$ 57,455.00
New Middle School Faculty Member						\$ 59,040.00
Graduate Assistant -stipend						\$ 8,892.00
Graduate Assistant -tuition						\$ 7,476.00
Supplies and Services						\$ 20,000.00
Total Special Education Costs						\$ 240,902.00
Subtracting the Cost of regular ed dollars that go to SpN						\$ 221,841.08
5883 x 27	\$ 158,841.00	*12%	\$ 19,060.92			202,780
Cost/pupil =	202,780	/27 total sts=	\$ 7,510.38			157,717.90
Cost/pupil/day	7,510.38	/180 days	\$ 43.16			
deduct those special ed students who tuition-in(t)						
Total Special Education Support						\$ 157,717.90
Note: Contracts are required with AEA 267 for the schools in special education pool and with a district						
If it is not in the special education pool. Note: All PLS Special Education Students have a level 1 IEP.						
Fee Revenue:						
Instrument Rental Fee-Band (45 x \$80)						3,655
Instrument Rental Fee-Orchestra (36 x \$80)						2,807
Instrument Rental Fee-Percussion (8 x \$50)						400
Instructional Materials Fee K-4 (107* \$45)						4,815
Instructional Materials Fee 5-12 (241* \$80)						21,880
Nursery School (PK) Program Fee (19 x \$1,540)						29,260
Lost/Not Returned Library Books					?	
Late Payment Fees (at University cost)					?	
Textbook-Unreasonable Wear & Loss					?	
Total Fee Revenue						\$ 62,327.00
Total R & D REVENUE						\$ 5,542,445.90
Accounts & Costs						
Regular Education						\$ 3,222,656.00
Building						\$ 248,329.31
Elementary, Middle & High School						\$ 20,600.00
Special Education, Guidance & Nurses						\$ 299,266.00
Speech, PD, Library						\$ 173,002.00
Technology						\$ 194,113.00
Administration						\$ 388,131.00
Merit						\$ 320,886.00
Music						\$ 173,937.00
Activities						\$ 59,800.00
Athletics						\$ 205,800.00
Meals						\$ 238,752.00
				Total costs		\$ 5,515,352.00
BALANCE						\$ 27,094.90

Subject: Re: TEF Special Meeting

From: "virginia.arthur@uni.edu" <virginia.arthur@uni.edu>

Date: 2/24/2012 7:02 AM

To: "Michael Licari" <michael.licari@uni.edu>,"Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>,"Ben Allen" <Ben.Allen@uni.edu>

It's not the request for the Council to meet that's disturbing but the tenor of the communication with the coordinators and the fact that she (willfully) ignores that this is a time when the dean, provost or president should be handling communications at the district level.

Ginny

Sent from my HTC on the Now Network from Sprint!

----- Reply message -----

From: "Michael Licari" <michael.licari@uni.edu>

Date: Thu, Feb 23, 2012 11:59 pm

Subject: TEF Special Meeting

To: "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>,"Ben Allen" <Ben.Allen@uni.edu>,"virginia Arthur" <virginia.arthur@uni.edu>

FYI.

The sentiment of the petition came up in the Teacher Ed Executive Council meeting on Tuesday, so I'm not surprised.

Mike

----- Original Message -----

Subject:TEF Special Meeting

Date:Thu, 23 Feb 2012 22:05:32 -0600

From:Becky Hawbaker <becky.hawbaker@uni.edu>

To:TEF-all@uni.edu, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

According to the UNI Teacher Education bylaws: "Special meetings of the Teacher Education Faculty may be called by petition of 25 voting members of the Teacher Education Faculty. The petition is submitted to the Chair of the TEF and must specify the reasons for calling the meeting. Such meetings shall take place within 30 calendar days of receipt of the

petition. Twenty percent of the voting members of the Teacher Education Faculty shall be present to constitute a quorum for voting. Voting may also be conducted electronically.....All faculty who regularly teach Professional Education Sequence courses or methods courses in any college or who supervise field experiences are required voting members"

As TEF Chair, I have received a such a petition for a special emergency meeting to respond to President Allen's recommendation to close Price Lab School effective June 30, 2012. See below:

"The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk. Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for tomorrow, Friday, February 24th, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation. Further, the petitioners call for special meetings of the UNI Elementary and Secondary Senates on Teacher Education to do the same"

I hearby call for a special emergency meeting of the UNI Teacher Education Faculty for tomorrow, Friday, February 24th at 3:30, in Schindler Education Center. I have requested a classroom, but if one is not available, we will meet in the lobby. Given the timeline, I will attempt to make an electronic ballot available even if a quorum is present at the meeting.

FYI, below is an email I sent to PDS Site Coordinators in Cedar Falls and

Waterloo Schools this morning. So far, I have responses from only two schools...with mixed reactions (not counting the responses from those who said only that they are praying for me)

As you know, yesterday UNI President Ben Allen announced that he is recommending the closure of Price Lab School effective July 1, 2012. My faculty line is in Price Lab and the extent of layoffs and reassignments is unclear. It may not be my job to coordinate field experiences with you next year, but it will be someone's job, so I want to be proactive about gathering information for whoever is in that role regarding the extent to which we can scale up to absorb field experiences currently at Price Lab.

Every year there are more than 1000 student field experiences at Price Lab (varying from 1377 to a high of 1904 last year) that total more than 20,000 contact hours. Not all are absolutely required to meet minimum required by the state (80 hours prior to student teaching), but they are all important to maintaining a quality program.

The most critical need will be the Level 2 field experience. Last year, there were about 300 Level 2s in the fall and spring semesters and about 20 in May term. That usually breaks down as 200 elementary and 100 secondary, although secondary numbers have been increasing. The current configuration of Level 2 is 25 hours with a placement that allows students to see learning progressions (i.e., scheduling the student multiple times per week rather than once a week like Level 1). Level 2 students are expected to plan and teach two formal lessons using the Teacher Work Sample methodology. When we piloted some Level 2 placements at Hansen, Central, Cedar Falls, and Edison in 2007, we provided a university supervisor to provide the journaling, reflection, and lesson planning expectations for the experience to limit demands on the mentor teacher, and I would hope that the new model would preserve that and other supports for the mentor teachers.

The other experiences are varied. Many are experiences your teachers have hosted before, but UNI used Price Lab as the back up when they could not find enough teachers (e.g., the science methods courses, math methods courses, elementary literacy courses, elementary social studies methods). Others have used Price Lab exclusively for all sections of the

course (e.g., Expressive Arts).

If these most of these experiences are maintained and if they continue to occur in the local area, I estimate that UNI will need to roughly triple the number of placements in all of the local schools (including the rural and private schools we work with). It may be that UNI will need to develop models that would enable students to complete field experiences outside of the local area in our student teaching network to meet this demand, but those relationships and models take time to develop.

I'll be honest. I am in a complete panic about how to make this all work in time for fall, and sort of hope it won't be my job to do it. Please discuss this with your teachers and ask them about their willingness to host Level 2 students and/or to increase the number of Level 1, 3 or other experiences, and tell me what they say and what you think. Consider whether it would be best to move to models in which schools specialize in a particular experience rather than placing multiple experiences in all schools and other strategies or approaches.

Thank you for all of your support. I will stay in contact and pass on information from my end and hope that you will do the same from yours.

--

Becky Wilson Hawbaker
Director of the Professional Development School (PDS)
Coordinator of Field Experiences
Coordinator of Teacher Education Initiatives at Price Lab School
University of Northern Iowa
office (319) 273-7664
fax (319) 273-6457

Subject: Lab School
From: Dan Smith <dsmith@sai-iowa.org>
Date: 2/23/2012 7:42 AM
To: Ben Allen <ben.allen@uni.edu>

Hi Ben,

I know that you are in the middle of a very stressful issue. I am contacting you to tell you that, in my opinion, you are doing the right thing both for UNI and for the State of Iowa. I know from the 2002 experience with the Lab School that you will receive many negative shots in the next few weeks. I also know from my own experience in closing schools that it can get very nasty. But strategically for UNI you are making the right decision. Please know that you are in my thoughts.

Dan

SAI-Linking Leadership and Learning
Dan Smith, executive director
School Administrators of Iowa
12199 Stratford Dr., Clive, IA 50325
515-267-1115 / 515-267-1066 fax
<http://www.sai-iowa.org>

Follow SAI on [Twitter](#)

Subject: Fwd: questions on price lab

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/23/2012 1:29 PM

To: Gloria Gibson <gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>

Ben and Gloria,

Note requests for information below. I have inserted draft responses. Please correct/add information

Pat

----- Original Message -----

Subject: questions on price lab

Date: Thu, 23 Feb 2012 13:17:27 -0600

From: Jeneane Beck <jeneane.beck@uni.edu>

To: Jane Larson <jane.larson@uni.edu>, Patricia Geadelmann <patricia.geadelmann@uni.edu>

CC: Ben Allen <ben.allen@uni.edu>

Jane,

Here are some questions I'm being asked about Price Lab. I realize we may not have all of the answers at this time.

House Democratic caucus staff would like to know how many positions at the school will be eliminated and how many, if any faculty, will be retained.

---Term and temporary staff and faculty positions will be eliminated (estimated number is ???)

--- Tenured faculty will be placed appropriate to their qualifications in positions at the university (estimated number is ???)

---Tenure track faculty positions will be eliminated??? Able to apply for open positions???

Also Representative Berry would like to know if this at all impacts the Child Development Center on campus.

---The child development center will remain open and be relocated to different facility on campus.

And Finally, Representative Dolecheck would like to know if there will need to be additional space added on campus to house the R & D program if Price Lab is torn down.

---We intend to reconfigure existing space on campus for the R&D program.

thank you,

Jeneane

--

Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

Subject: FW: Fwd: Information - please read

From: "Donley, Robert [BOARD]" <bdonley@iastate.edu>

Date: 2/24/2012 2:10 PM

To: Ben Allen <ben.allen@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

CC: "Evans, Thomas A [BOARD]" <taevans@iastate.edu>, "Gonzalez, Diana [BOARD]" <gonzalez@iastate.edu>, "Sayre, Patrice [BOARD]" <psayre@mail.iastate.edu>

Ben:

Please review and lets discuss.

Regards, Bob

From: Koppin, Sheila Doyle [BOARD] [mailto:sdoyle@iastate.edu]

Sent: Friday, February 24, 2012 12:43 PM

To: 'bobd@meardonlaw.com'; 'craiglangbor@ifbf.org'; Johnson, Greta A; 'jackevans@hallperrine.org'; 'ksmulholland5@linnmar.k12.ia.us'; 'miles.david.w@gmail.com'; 'regentcarroll@gmail.com'; 'regentrastetter@gmail.com'; 'ruth.harkin@cox.net'

Cc: 'bdonley@iastate.edu'; Tuttle, Ilene [BOARD]

Subject: Fw: Fwd: Information - please read

Regents,

Please see note below from Regent Mulholland.

Sheila

From: Donley, Robert [BOARD] [mailto:bdonley@iastate.edu]

Sent: Friday, February 24, 2012 11:58 AM

To: 'sdoyle@iastate.edu' <sdoyle@iastate.edu>

Subject: Fw: Fwd: Information - please read

Please send to Regents

From: Katie Mulholland [mailto:kamulholland@linnmar.k12.ia.us]

Sent: Friday, February 24, 2012 10:54 AM

To: Bob Donley <bdonley@iastate.edu>

Subject: Fwd: Information - please read

Bob-

I was asked to forward this to all the Regents, myself included.

Please send to your staff members as appropriate and to President Allen as soon as possible.

Thanks,

Katie

----- Forwarded message -----

From: <jody.stone@uni.edu>

Date: Fri, Feb 24, 2012 at 7:19 AM

Subject: Information - please read

To: Katie Mulholland <kamulholland@linnmar.k12.ia.us>

Dr Mulholland,

The fact that the Board of Regents moved their meeting to next Monday sends us the signal that they really do not want to look at any data. I do not really believe this and trust that you will read this information carefully and share it with other Board of Regents members. I have attached a copy of this email in the hopes that you will send the information on. In addition, I have attached a copy of a research paper/white paper on Professional Development Schools, Teacher Education and MPLS and a copy of a letter to President Allen for UNI's Professional Development School coordinator. Both provide a good perspective on the anticipated pitfalls of having all field experiences in our public schools. Please share this as you see fit. The thought of finding placements for K-12 field experiences at PLS is beyond my understanding. I wanted to share the main points President Allen presented to our faculty at Wednesday's 4:15 faculty meeting. Here are the main points President Allen presented followed by the ACTUAL DATA and notes on the unintended consequences of the proposed action. I broke the points into the main categories of Teacher Education, Money, and Unintended consequences. Please read the information below with an open mind. Again, please feel free to call me any time at 319-230-3280. Thanks much. Jody

UNI TEACHER EDUCATION

- President Allen does not have a specific plan for the public schools to absorb all teacher education field experiences currently held at MPLS. .
 - There is no plan for placing UNI students into specific schools, which teachers would take the UNI students, how supervising teachers would be trained, how these teachers would be compensated for the extra work, who would supervise the field experience students, how students would be transported to and from campus, who would be responsible for mentoring teacher education students on the Teacher Work Sample or how much supervision would cost.
 - While President Allen indicated he had met with Cedar Falls and Waterloo Superintendents and has secured their "cooperation," he said no contact with actual classroom teachers at these schools has occurred.
 - No consultation had taken place with the Teacher Education Council, the governing arm of UNI Teacher Education, regarding this significant change in an important component of the Teacher Education Program.
- When asked for details of "the plan," this was President Allen's response: There is "a possibility of placing field experience students around the state in a more distributed model."
 - While such a plan is intriguing and may have benefits to both UNI and distant school districts, such a change would require a major restructuring of curriculum at UNI, especially for middle school and secondary majors. This places decisions into the curriculum realm; a faculty issue requiring a process which proceeds in a two year cycle. (For example, teacher education students take classes populated by a variety of majors. Most courses cannot be restructured to accommodate students leaving campus to take part in field experiences at distant sites.)
 - The Director of Secondary Teacher Education here at UNI (Dr. Cherin Lee) commented on Feb. 21, 2012 that there has been extreme difficulty for the past 3-4 years finding field experience placements for secondary majors for Level III (methods courses). Specifically, this year Cedar Falls Community Schools has refused all placements in modern languages and science teaching.
 - Since no plan exists for moving field experiences from MPLS, such a plan would

need to be established immediately and must be instigated by UNI's co-directors of Teacher Education (Cherin Lee and Melissa Heston). Both of these individuals are stepping down from their positions in May, 2012, leaving UNI in a teacher education leadership crisis situation (even in the absence of the possible MPLS closure). There is no clear indication of who will oversee the planning process, when the planning will begin, and how collaborative agreements can be drawn up between schools and individual teachers within those schools to accommodate such a large number of field experience students?

- o On AVERAGE, 1377 UNI students have field experience hours at MPLS EACH YEAR. This amounts to over 20,000 hours/year of teacher training for UNI students by MPLS faculty. UNI graduates approximately 600 teachers each year. Over 97% of these graduates have spent 50+ hours working with master teachers in MPLS classrooms. There are approximately 47 different UNI courses sending their field experience students to MPLS.

- o A Teacher Education Governance structure exists at UNI, yet the decision to recommend closure of MPLS was made without consultation from any of these bodies. On the recent State Accreditation report for UNI's teacher education program, the clinical experiences were listed as a strength of UNI teacher education. This proposed change puts that strength at a high risk.

- o The UNI Teacher Education Council has called an emergency meeting for 3:30 Friday, Feb. 24. The following is the statement they have issued regarding the PLS decision made by President Allen. This group governs ALL of teacher education at UNI and is NOT run by PLS teachers.
"The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk. Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for tomorrow, Friday, February 24th, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation. Further, the petitioners call for special meetings of the UNI Elementary and Secondary Senates on Teacher Education to do the same"

UNINTENDED OUTCOMES (from Becky Hawbaker, UNI Teacher Education Council Member and UNI field experience placement person)

- Teacher education at UNI will be forced to significantly decrease its numbers of majors
- Level I, II and III students may be observing each other.
- The level of quality associated with Level II and Level III field experiences will suffer.
- Less teacher education majors will choose UNI.

MONEY

The provost and president indicated that money was the problem and they did not mention renovation costs as the concern in speaking with the faculty.

- The president said that if we outsourced our field experiences, we would no longer have to pay to educate the MPLS K-12 students.
 - o The FACTS are that we now receive the per pupil dollars for all of our K-12 students

to the tune of \$2.3 million this year. This funding stream would be lost without our K-12 students and would be no savings to UNI.

- The president stated that it costs UNI \$15,000 per K-12 student to education them at MPLS.
 - The FACTS are that since we receive per pupil dollars, educating our K-12 students is no longer part of UNI's "cost".
 - The President has stated repeatedly that the 3.2 million currently budgeted to MPLS from UNI will be "reallocated to other areas of the teacher education program." The point is obviously not to save money.
 - At President Allen's meeting with faculty, we offered to decrease UNI's contribution to our budget and work on significantly less funds (about 23% less) next year. He was not interested in discussing this any further.

Conclusion: In light of the fact that there is no plan in place to assimilate UNI field experiences into public schools, we are asking the Board of Regents to make a reasoned decision BASED ON DATA and propose to leave PLS open until a suitable plan can be established and implemented that will enhance UNI teacher education, not destroy it. We are in a position to give approximately \$700,000 back to UNI from next year's budget.

--
Katie Mulholland, Ed.D.
Superintendent
Linn-Mar Community School District
Learning Resource Center
2990 North 10th Street
Marion, IA 52302
Desk: 319/447-3001
Cell: 319/533-5491
[*kamulholland@linnmar.k12.ia.us*](mailto:kamulholland@linnmar.k12.ia.us)

--Attachments:-----

Dr Mulholland.doc	27 bytes
The Role of PLS in Teacher Education.2012.doc	27 bytes
UNI PDS Coordinator Letter.doc	27 bytes

Dr Mulholland,

Well, I really did not see this announcement coming. The fact that the Board of Regents moved their meeting to next Monday sends us the signal that they really do not want to look at any data. I do not really believe this and trust that you will read this information carefully and share it with other Board of Regents members. The thought of finding placements for K-12 field experiences at PLS is beyond my understanding. I wanted to share the main points President Allen presented to our faculty at Wednesday's 4:15 faculty meeting. Here are the main points President Allen presented followed by the ACTUAL DATA and notes on the unintended consequences of the proposed action. I broke the points into the main categories of Teacher Education, Money, and Unintended consequences. Please read the information below with an open mind.

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 - The President has stated repeatedly that the 3.2 million currently budgeted to MPLS from UNI will be "reallocated to other areas of the teacher education program." The point is obviously not to save money.
 - At President Allen's meeting with faculty, we offered to decrease UNI's contribution to our budget and work on significantly less funds (about 23% less) next year. He was not interested in discussing this any further.

Conclusion: In light of the fact that there is no plan in place to assimilate UNI field experiences into public schools, we are asking the Board of Regents to make a reasoned decision BASED ON DATA and propose to leave PLS open until a suitable plan can be established and implemented that will enhance UNI teacher education, not destroy it. We are in a position to give approximately \$700,000 back to UNI from next year's budget.

To: President Allen
From: Becky Hawbaker, UNI PDS Coordinator
Feb. 16, 2012

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

Becky Hawbaker

Subject: price lab
From: Amy Staples <amy.staples@uni.edu>
Date: 2/24/2012 10:49 PM
To: Ben Allen <Ben.Allen@uni.edu>

Hi Ben,
I've been following the news and emails regarding the recommended closure of Price Lab School. Certainly, I can appreciate the concern expressed by family and Lab School faculty over the loss of their home away from home. I applaud the activism of the students in working to save their school. That said, I support your decision to recommend closing the school.

As someone who teaches a methods course each semester that has an accompanying practicum, it's important for you to know that I do not place my students at the Lab School. I'd love to. Its location is certainly convenient for students and supervision staff. However, many aspects of the school are discrepant from the schools where our preservice teachers will ultimately find employment. While the small class sizes at the school may be optimal, our students must learn to teach in environments that represent the challenges and opportunities they'll face upon graduation. One of my greatest concerns has to do with special education at the school. It operates much more like a private school in that respect than a public one. Teachers can choose not to accept students with disabilities (students with more significant disabilities are not allowed to enroll at the school). Similarly, the economic and racial diversity that are increasingly becoming pertinent aspects of Iowa schools is not as evident at the Lab School.

I think many of the faculty at the school are exemplary and believe they could bring tremendous benefit to area schools. Some of the schools in our area are stronger than others and from the classroom to administrative offices, assistance to think more deeply would benefit the broader community of children, and UNI preservice teachers.

Thank you for your courage in proposing the closing of the Lab School. While it is not a popular decision with many, I think it is a decision with merit that will ultimately result in a stronger teacher preparation program than the one we currently have.

Amy

--

Amy Staples, Ph.D.
Associate Professor
Special Education

Subject: Bd Meeting

From: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Date: 2/24/2012 3:13 PM

To: Ben Allen <ben.allen@uni.edu>

CC: jennifer.yarrow@uni.edu

Ben,

I visited with Sheila and learned the following:

--You can be on campus for the meeting.

--It is scheduled for 30 minutes and you can speak as long as you want. The majority of the meeting will be your presentation.

--They will prepare for protesters and are contacting ISU security

--They have not received a request from anyone to speak. They consider this a meeting, not a hearing. The public hearings were on campus. They have received emails and know the sentiments.

On another front, they are seriously considering removing the second part of the request related to legislative action from the docket and only vote to close the school. This is coming from Bob and Keith. Tom is also involved. They are calling Tim. Next fall they would request that the matter be addressed in Code clean-up. This gives Gronstal an "out." We just would not hire teachers or enroll students. We could face an injunction or lawsuit. They also question whether we need R&D in the Code. ...we can do R&D without it. I said that we wanted the official designation as the state r&d entity, not have someone else claim it, as well as to secure the partnership with the DE. They say the Board could also designate the center.

Pat

--

Patricia L. Geadelmann, Ed.D.

Special Assistant to the President for Board and Governmental Relations

University of Northern Iowa

20 Seerley Hall

Cedar Falls, IA 50614-0705

Phone: 319-273-6144

FAX: 319-273-6494

2: Fwd: FW: Support Teacher Education

Subject: Re: Fwd: FW: Support Teacher Education
From: Ben Allen <ben.allen@uni.edu>
Date: 2/26/2012 2:53 PM
To: Patricia Geadelmann <patricia.geadelmann@uni.edu>
CC: "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

Pat,

Good ideas.

Bob Donley called and wants a to look at the draft copy—I will make these enhancements a bit later.

Ben

Patricia Geadelmann said the following on 2/26/2012 2:38 PM:

Ben,

I think all but the last two should be pretty well-addressed in your remarks. With respect to governance, you may have to admit that you felt you needed to make the decision --perhaps out of timeliness, apologize for lack of pre-announcement consultation and express commitment to support the faculty going forward in implementation. I don't really know to what extent any governance policies were violated.

With respect to R&D, the last part of your remarks might make a direct statement that having it located within the college, as opposed to within the school should strengthen. The research will take place in authentic, realistic settings representing a wide sample of school settings. Expertise can be concentrated on research design, and flexible project-based teams can be assembled to address specific research questions.

Pat

Ben Allen said the following on 2/26/2012 2:30 PM:

Pat,

This is the new list of issues--many are the same except the process.

Ben

----- Original Message -----

Subject: FW: Support Teacher Education
Date: Sun, 26 Feb 2012 13:26:58 -0600

3/2/2012 1:57

From: Dave Miles <dmiles@miles-capital.com>

To: Ben Allen <ben.allen@uni.edu>

Ben,

This is a succinct summary of the concerns that have been expressed w/r/t to the Price Lab School. It would be helpful to me if you could address them during your presentation tomorrow.

Regards,

Dave

From: Sylvia Amlie [<mailto:samlie@cfu.net>]

Sent: Sunday, February 26, 2012 1:12 PM

To: calangfarm@gmail.com; bobd@meardonlaw.com; jackevans@hallperrine.org; ruth.harkin@cox.net; gretaajohnson@gmail.com; ksmulholland5@linnmar.k12.ia.us; regentrastetter@gmail.com; miles.davidw@gmail.com

Subject: Support Teacher Education

Dear Regents,

I write in regards to the recent announcements made by UNI President Ben Allen to close Iowa's Research and Development School. I strongly oppose his recommendations for the below reasons:

- * The educating of educators lies at the very foundation of UNI's mission. Without the experiences offered by UNI through the lab school, the small university here in Cedar Falls would have nothing unique to offer young people wishing to become teachers. Closing this school would affect UNI's reputation as the state's premiere teaching college.
- * President Allen does not have a specific plan for the public schools to absorb all teacher education field experiences currently held at MPLS.
- * On average, 1377 UNI students have field experience hours at MPLS each year. This amounts to over 20,000 hours/year of teacher training for UNI students by MPLS faculty. UNI graduates approximately 600 teachers each year with over 97% of these graduates having spent 50+ hours working with master teachers in MPLS classrooms. Again, President Allen does not have a specific plan for the public schools to absorb these students.
- * A Teacher Education Governance structure exists at UNI, yet the decision to recommend closure of MPLS was made without consultation from any of these bodies. I have strong concerns about the process in which this decision was made and the lack of communication between the University's leader and his staff.
- * Closure of the school would only push the state of Iowa further behind in Education Research.

I could continue to write more reasons why I feel you should not support President Allen in

his recommendation to close the school, however, I wanted to keep this email short. I trust that you will take the time needed to research and gather information before you make your decision.

Thank you for your time,

Sylvia Amlie
UNI Alumnus, Voter, Concerned Citizen

--

Patricia L. Geadelmann, Ed.D.
Special Assistant to the President for Board and Governmental Relations
University of Northern Iowa
20 Seerley Hall
Cedar Falls, IA 50614-0705
Phone: 319-273-6144
FAX: 319-273-6494

--

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Subject: Re:

From: Ben Allen <ben.allen@uni.edu>

Date: 2/26/2012 5:18 PM

To: Patricia Geadelmann <patricia.geadelmann@uni.edu>

Pat,

Not bad--I might give this a try.

Ben

Patricia Geadelmann said the following on 2/26/2012 5:05 PM:

Ben,

If you wanted, I think you could add a sentence at the end of the paragraph that talks about one of the few remaining which could read, "Several times over the years the question has been raised about continuation of the Laboratory School, most recently in 2002."

Pat

Ben Allen said the following on 2/26/2012 4:48 PM:

Pat,

Bob thought the statement was fine--I add a few pieces after he provided this feedback based upon some of your comments in response to the list of concerns. I did not go into the issue of process--I assume that this will come up as a question. It did not fit very well in the presentation. I did change the R&D part a lot. I took out some of the material that we would have to document--I think the citations by Stone actually indicates or supports a wide variety of realistic experiences.

Bob wanted me to add a sentence or two about that this is not the first time that financial challenges have threatened the Price Lab School. I am not sure about this--does not flow--and not sure it helps.

I will have copies of this for our meeting at six.

Ben

--
Benjamin J. Allen
President
University of Northern Iowa

e:

20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

DRAFT

Presentation to the Board of Regents, State of Iowa

2-27-12

Thank you, President Lang.

The University of Northern Iowa is strongly committed to being the premier Pre K-12 higher education institution in the State of Iowa and among the best in the nation. In my installation speech in September 2006 I emphasized the importance of this priority. I noted:

“We MUST have UNI positioned to be the leading academic institution in the State of Iowa for PreK-12 issues.the University of Northern Iowa must be unchallenged on its leadership on issues related to pre-K through 12. If we are not in that position, we must assess our position and determine priorities and strategies to be in that position.”

Since 2006, much of my focus has been on elevating our Pre-K through 12 academic programs.

Working with administrators and faculty across campus, but largely with the administrators and faculty in the College of Education, we have taken steps to ensure that UNI is the leading institution on Prek-12 issues.

Let me provide several examples.

- For the first time since the university has had a strategic plan (about 20 years), the priority of being the leader in Pre K-12 education was made one of the six goals of the University Strategic Plan, which was approved by the Board of Regents.
- We worked to position UNI to be the lead in the Iowa Mathematics and Science Educational Partnership, which as you know, involves a collaborative effort with the University of Iowa and Iowa State University
- We worked with the Dean of the College of Education and UNI the Foundation to establish the Richard O. Jacobson Center for Comprehensive Literacy, funded by the largest gift in the history of the university—a \$11 million dollar gift from Mr. Jacobson.
- We have invited national and state speakers to campus to focus on education policy and the need for education reform, including U.S. Secretary Arne Duncan, Former Governor Roy Roemer, and former Director of Education Judy Jeffrey. Further we have been working very closely with current Director Glass.

I am making the recommendation that the Board of Regents, State of Iowa, approve the university's request to close the Malcolm Price Laboratory School effective June 30, 2012.

For many years the Price Lab School has provided an excellent education for Prek-12 students, as well as supported clinical experiences for our teachers' education program. It is one of the few remaining laboratory schools in the country supported by a university.

We have come to a point now, as have many institutions, where it is no longer financially feasible for the university to operate its own school and subsidize instruction for elementary and secondary education. The per-pupil cost far exceeds that of school districts in the state.

Class sizes in many grades are significantly less than one finds in school districts, and there are legal constraints which limit opportunities for growth. The financial issue is exacerbated by an aging building which the consulting firm, Perkins and Will, estimated would cost more than \$30 million to replace.

Best practices call for pre-service students to have a range of clinical experiences in diverse settings to prepare them for what they will realistically experience once on the job. We began using an alternative model 3 Years ago with a Professional Development School embedded in both the Cedar Falls and Waterloo School districts. The university is committed to replicating this model and expanding a network of partnerships with local school districts to provide an outstanding array of clinical experiences. This will also provide an opportunity for us to develop alternative models in scheduling and supervision.

I recognize the uncertainty surrounding the future of the laboratory school creates real anxiety for students and their parents, as well as our university students, faculty, and staff. I want to assure everyone that we are committed to providing support necessary to make the transition process as smooth as possible. The Price Lab School has had a rich history and impacted the lives of many, and the sense of loss is not to be minimized.

I do want to address more specifically the concerns expressed about our ability to use a distributive model, or a Professional Development School model, to accommodate the level II field experiences and a part of the Level III field experiences now being conducted at the Price Lab School, from both a scheduling and quality standpoint.

Joining me today are Dr. Dwight Watson, dean of the College of Education; Dr. David Stoakes, Superintendent for the Cedar Falls School District; and Dr. Gary Norris, Superintendent for the Waterloo School District.

Dean Watson will speak to about his planning and the commitment to maintaining and enhancing the quality of the Level II and Level III Field Experiences. Dr. Stoakes and Dr. Norris can address their commitment to working with the university to expand the Professional Development School model. This issue includes maintaining the integrity of the Teacher Candidate Work Sample construct, which is an essential part of the Level II Field Experience.

We have an excellent group of teacher education faculty. They provide national leadership in a variety of settings. I have confidence that together we can provide a successful transition and form an even better range of clinical experiences for our student.

-----Comments by Dean Watson/Superintendents

I would like to close by saying UNI remains committed to the concept of being the Research and Development center for the State of Iowa. Authentic research and development endeavors must also occur in a variety of settings. In that light, we will propose at a future Board of Regents meeting an alternative model at UNI for the research and development center created by the General Assembly.

We envision an R&D model utilizing a "think tank" model involving faculty and staff primarily from the College of Education and those involved in Teacher Education, but also faculty from other colleges not involved in Teacher Education.

Critical research questions would be identified and research would be conducted to inform practices and educational policy. Funding and arrangements would be established to allow and encourage visiting scholars, practitioners, Department of Education staff, and others to participate.

The Research and Development initiative will be strengthened by locating it in the College of Education, and not in the Price Lab School. Expertise can be concentrated on research design, and flexible project-based teams can be assembled to address specific research questions in authentic settings in a wide sample of school settings.

We anticipate forming partnership with selected school districts across the state, depending on the nature of the issue or research question. Research would be applied and embedded in classrooms working with teachers and students.

The Center would serve as a clearinghouse for innovative pedagogical techniques and curriculum design and development.

Thank you.

Subject: Fwd: communication

From: James O'Connor <james.oconnor@uni.edu>

Date: 2/24/2012 1:55 PM

To: Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

CC: JAMES O'Connor <james.oconnor@uni.edu>, STACEY MAR CHRISTENSEN <Stacey.Christensen@uni.edu>, JENNIFER S YARROW <Jennifer.Yarrow@uni.edu>, Eileen Wixted <ewixted@wpntworld.com>, Tamera Hanson <thanson@wpntworld.com>

Ben and Gloria,

See the message below from Joel.

Jim

Begin forwarded message:

From: Joel Haack <joel.haack@uni.edu>
Date: February 24, 2012 1:43:43 PM CST
To: "James O'Connor" <james.oconnor@uni.edu>
Subject: communication

Jim,

You will likely hear soon from Cherin Lee, one of the two Directors of Teacher Education we now have on our campus. She and Melissa Heston (the other DTE) have been left out of any communication plan on the PLS closure (as have the non-CoE deans -- I read about scheduled meetings at PLS last Tuesday in the DM Register). We ought to include the DTEs in plans regarding teacher education in the future.

Another point -- there are many education majors (future teachers) not housed in the College of Education. All of them should be included in the meetings in the GBPAC next week (is it on Tuesday? -- it was forwarded to the Teacher Education Faculty list by a prof who'd received it from one of her students). The secondary math teaching majors, for example, may have received the invitation, but I just don't know.

We (deans) could likely be of some assistance with the various communications on campus if we were in on any of the communication plan.

Thanks for considering this!

And good luck with all of this! I don't envy you your position in this, either.

Joel

--

Dean, College of Humanities, Arts and Sciences
University of Northern Iowa

James O'Connor, APR
Executive Director
Office of University Relations
University of Northern Iowa
125 East Bartlett
Cedar Falls, IA 50614-0392
Office: (319) 273-2761
Fax: (319) 273-2888
james.oconnor@uni.edu
www.uni.edu

Re: deliveries

Subject: Re: deliveries

From: Ben Allen <ben.allen@uni.edu>

Date: 2/21/2012 10:10 PM

To: Jeneane Beck <jeneane.beck@uni.edu>

Thanks.

We meet with faculty and parents tomorrow about the Price Lab School--I am sure legislators will get calls soon.

Ben

Jeneane Beck said the following on 2/21/2012 10:08 PM:

President Allen,

I will add Director Glass to my list.

thank you,

Jeneane

On Tue, Feb 21, 2012 at 8:26 PM, Ben Allen <ben.allen@uni.edu> wrote:

Jeneane,

You have handed them to the key people. Quirmbach would be fine if you see him.

Director Jason Glass would also be a person to receive it.

Ben

Jeneane Beck said the following on 2/21/2012 12:53 PM:

President Allen,

I received the documents on the R & D school. I wanted to double check who I will hand deliver them to this afternoon.

I plan to give them to Senators Schoenjahn, Dvorsky, Dotzler, and Danielson. Should I also include Senator Quirmbach who sat through much of the meeting?

In the House I plan to deliver a copy to Representative Kressig at a later date when he returns from dealing with his sister's passing.

Am I supposed to deliver this to any other members of our local delegation who did not sit in on the meeting last week?

Jeneane

--

Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

Benjamin J. Allen
President
University of Northern Iowa
20 Seerley Hall
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566
For deaf or hard of hearing, use Relay 711
Fax: 319-273-6494

Jeneane Beck
UNI State Relations Officer
Board of Regents, State of Iowa
11260 Aurora Avenue
Urbandale IA 50322-7905
Cell phone 515-971-2563

Benjamin J. Allen
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Fax: 319-273-6494

Subject: Fwd: Fw: Motion
From: Ben Allen <ben.allen@uni.edu>
Date: 2/25/2012 8:28 AM
To: AllenPat <pat.allen@uni.edu>

----- Original Message -----

Subject: Fw: Motion
Date: Sat, 25 Feb 2012 13:58:53 +0000
From: patricia.geadelmann@uni.edu
Reply-To: patricia.geadelmann@uni.edu
To: Ben Allen <ben.allen@uni.edu>, Jeneane Beck <jeneane.beck@uni.edu>

Fyi
Pat
Sent on the Sprint® Now Network from my BlackBerry®

-----Original Message-----
From: Becky Hawbaker <becky.hawbaker@uni.edu>
Date: Sat, 25 Feb 2012 07:54:54
To: <TEF-all@uni.edu>
Subject: Motion

In a special meeting on February 24, 2012, the University of Northern Iowa Teacher Education Faculty voted unanimously against supporting President Ben Allen's recent recommendation to close Malcolm Price Laboratory School.

In the petition to call the meeting and in discussion at the meeting itself, strong concerns were raised about the process in which the decision was reached, the lack of transparency and consultation with teacher education governance bodies, the impact of closing of MPLS on UNI's relationships with the area schools and on the quality of the program as a whole, and for the absence of a clear plan to replace the contributions of MPLS by fall semester. The potential benefits and risks of a large-scale PDS model were also discussed.

A vote of no confidence in President Allen was moved but was not taken to a vote (contrary to reports via social media). Time did not allow for full consideration of additional motions to complete the TEF response. A petition is circulating to call for an additional emergency meeting.

Regardless of whether time and circumstance allow for another meeting, I urge TEF members to take an individual stand with decision makers and to continue to be supportive and good to each other.

--

Becky Wilson Hawbaker
Director of the Professional Development School (PDS)

Fwd: Fw: Motion

Coordinator of Field Experiences
Coordinator of Teacher Education Initiatives at Price Lab School
University of Northern Iowa
office (319) 273-7664
fax (319) 273-6457

Subject: draft - document re: overall cuts
From: Brenda Buzynski <brenda.buzynski@uni.edu>
Date: 2/10/2012 5:50 PM
To: Ben Allen <ben.allen@uni.edu>

Ben,

Attached is a draft document - we briefly discussed. -- Perhaps it will provide some context for discussing the cuts....

I wasn't able to provide too much more attention to this document today --- but we did receive the AA info. on FY12 cuts.

So I think we can speak to all the cuts implemented to get to and balance FY12.....now - is a matter of what will all be announced --

- reduction in GF support to Athletics
- outsource Print Services
- reduction in GF support to PLS
- ????
- ????
- reallocating to
- merging of
- eliminating of low enrollment programs....

- A paper copy of this in your folder -- provided Friday evening.

Perhaps - this is at least better than starting from scratch.... -- Brenda

--
Brenda Buzynski Ph.D.
UNI - Office of the President
20 Seerley Hall, Cedar Falls, IA 50614-0705
PH: 319-273-2566 FAX: 319-273-6494
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

—Attachments: _____

DRAFT.talking points.cuts.2.10.12.docx

27 bytes

DRAFT – Talking Points – Challenges, Choices, and Change

February 10, 2012

“There are costs and risks to a program of action, but they are less than the long-range risks and costs of comfortable inaction.” John F. Kennedy

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.” John Maxwell

I. Budget FY12

How we got to where we are with the budget? - provide context

we have lost over three years - \$23.5 M

(24%)-- going from receiving \$98M in state approp. in FY09 to \$74.7M in FY12

FY09 = 98.3 M

FY10 = 83.3 M

FY11 = 79.0 M

FY12 = 74.7 M

Q. Changes implemented to get to FY12 ?

Could extract from the FY12 – cuts – spread sheet ---

List several etc. –

As well as reference – cuts were also made in FY11 etc...

II. Budget FY13

State Appropriations for FY13

We (Regents) have asked for + 42 M in funding for FY13

Gov. currently has 21 M in budget / hope to get this to 31 M

House = less than Gov.

Senate = higher than Gov. ? may come in with 42 M (all that Regents have asked for)

How would we use/allocate the additional \$4 M?

**** why/what we would use the additional \$4M for.**

Uses of the additional \$4 M:

- 1) IT infrastructure needs
 - 2) \$3.1 M is needed – just to meet state negotiated salary contracts/commitments
 - 3) Strategic Plan needs
- *Our FY13 request DID NOT INDICATE the intended USE of the additional \$4M FUNDS ***

We know where the \$2.98M is to go:

- 1) 1.5M – Lead the nation in preK-12 education
- 2) 1M – Enhance Undergraduate Education and Student Success
- 3) 498K - Ensure accountability and safety

III. Why is Change Needed?

What is happening – Innovation, instructional technology, and educational needs are dynamic, constantly evolving, and requiring us to be more fluid, flexible and adaptable to changing environments. By strategically reallocating our resources and determining what we will further invest in – we will continue to grow and strengthen UNI – and position us for the future.

We will be making some changes. Based on data driven decision making – including enrollment information – we will complete some program closings, reorganizing, merging, outsourcing, and reallocations.

We need to realign, reposition and reallocate – make change to make us focused and aligned with our strategic plan.

Change is occurring rapidly, and to prepare and enable us to provide the most innovative, effective, and personalized educational experience for our students, we need to position ourselves and strategically use our resources. Taking action now will help us invest in our future, and help us address key state issues.

How is this happening – Teams will be structured to lead these efforts – this will require support from key stakeholders throughout the state.

- State support (short term–long term)

Given the competing needs of the state – elder care, mental health, prisons etc. – we are competing for resources

At best – is challenging to receive support for higher education

Negative press is out there – re: we “over-charge and under-produce”

Overall, in the next 10 years – we don’t see this changing (health care/military etc. – will continue to be competing forces for state and federal resources)

**** We need to continue to stress – how we need to improve on efficiency --- we need to improve our cost structure – “organize for success” - – the value our graduates add to the state –**

Instructional Costs – Shashi is arriving at new figures soon!

Note: We don't include PLS – in our report to the Board – re: our cost of instruction

Delaware Study – (we don't include PLS) – we are improving – in our cost of instruction

We are comparable w/ Uofl and ISU in instructional costs – (however, - they are research universities – therefore their cost structure may be higher)

1. We need to reduce our “net price” -- How?

By reducing our cost of instruction –

- Reduce / eliminate low enrollment programs (we need to reduce the amount of GF support for low enrollment courses/programs – and reallocate GF funds to financial aid for students and to our stellar programs**

Also – contributing to this factor – is the fact our students are from lower socio-economic status

Also - directive from Pres. Obama - Scorecard – higher education to keep costs down – and he wants more info. available-

1 page – dashboard – per univ. – provide info. – consumer infor. Scorecard – net price – tuition – fin. aid (aver) – net price -

Graduation rates

Placement rates

Salaries of graduates

(still in process...) - draft scoreboard -

IV. Guiding Principles – for making decisions –

Extract from Town Hall presentation – mid- Nov. - 2011

Hold harmless – Fin. Aid

V. **Goal – of making changes – is for continuous review to strengthen the university.**

In FY13 – will seek funding, continue to discuss and review best way to provide education –

<u>Goals</u>

- | |
|---|
| <ol style="list-style-type: none">1) Finish fy10 cuts (museum)2) Determine future cuts3) Continue to identify efficiencies – preparing for the future4) Aggressively seek future funding |
|---|

As one step in this process – Academic Affairs will be meeting with the Faculty Union.

As follow-up on the budget –

We need to use the word – changes and reallocations --- (not “cuts”) in the future –

What is our goal? – we have met the budget goal for FY12 – we need to review – and discuss what we can change – or reallocate for FY13

VI. CHANGES

We implemented changes for FY12 – now we are moving forward with additional changes.

Non-academic program changes

1. Reduce general fund support for Athletics.

We will reduce the general fund support provided to Athletics by an additional \$500,000 over the next three years. Through a combination of expense reduction, revenue generation and increases in student fee support, the Athletic Department will work to mitigate the reduction.

Athletics reduced - \$35,000 in FY12.

Athletics reduced - \$671,763 from FY09 to FY11.

Board approved a plan – Sept. 2010 to reduce GF support.

2. Outsource print services.

No later than June 30, 2012, we will eliminate the Print Services Department.

A total of four positions will be eliminated – three merit and one merit supervisory.

Salaries and benefits for these positions total over \$250,000. And, this change will allow us to avoid a significant equipment replacement cost of \$400,000 to \$500,000 that would have been required in the near future.

Moving forward, units on campus will obtain print services through vendors in the community.

3. Continue to pursue administrative efficiencies.

We will look specifically at each of six strategies which I believe may have promise:

- **Span of control.** Though we currently meet the standards established by the Iowa Code, we will review this in more detail to see if we might do better. (Refers to the proportion of supervisors to workers in a specific functional area, like custodial services).
- **Shared services.** This approach, which has been tested recently in Administration and Financial Services, allows support staff from a group of departments to work together to meet the needs of their respective departments. (Doesn't necessarily reduce expenses, but improves quality without additional expense). We need to determine whether or not this model might be valuable to other units on campus.
- **Outsourcing.** We will continue to work through the list of recommendations made by our Cost Containment Task Force. We've already acted on email and print services. Other possibilities need to be scrutinized with similar care. (The list of possibilities developed by the Cost Containment Task Force is below).
- **Inter-institutional cooperation.** There is a great deal of excellent collaboration between the Regents institution that results in lower costs and improved quality. We will continue down this path and grow the number of cooperative agreements that are mutually beneficial.
- **Length of appointment.** A typical full time, non-faculty employee at the University works 12 months. Given the cyclical nature of the University's calendar, some units have reduced expenses by reducing jobs to less than full time. We will explore the potential for this approach to be undertaken more widely.
- **Process review and improvement.** We will continue to review and improve business processes. We have accomplished 25 process reviews in the last two years and will continue down this path.

What functions might be considered for outsourcing?

Email systems **[done]**

Printing services **[done]**

Marketing and public relations

Department of Public Safety

Generation of electricity

Refuse collection

Street maintenance

Snow removal **[partially done]**

Sidewalk repair **[partially done]**

Pool maintenance

Student health services

Facility rental

Parking

Motor pool **[partially done]** Consideration for the future -

VII. Future -

We need to address key state issues -- and may need to bring in other partners to address the problem (fits the S. Plan -- of meeting the needs of Iowa) -- e.g. UNI and Stafford -- are addressing the problem -- (e.g. TQP grant -- partnership between universities, school districts -- to address problems/answer questions -- on how are we effectively preparing teachers -- and how can we measure this) (e.g. obesity -- UofI and UNI faculty working on addressing the problem of obesity)

e.g. -- increasing the # and quality of STEM teachers in Iowa --

Need to be able to be fluid -- to identify the issues -- and determine what we can do to address these issues -- e.g. developing a program, curriculum -- to address the needs in Iowa

Subject: FW: PLS/R&D School
From: "Dr. Dwight C. Watson" <dwright.watson@uni.edu>
Date: 2/7/2012 4:47 PM
To: "Gloria Gibson" <gloria.gibson@uni.edu>, "Ben Allen" <ben.allen@uni.edu>
CC: "Brenda Buzynski" <brenda.buzynski@uni.edu>

Ben and Gloria here are the budget models from Bruce. I think with this model, we could maintain the school. I would love to discuss this with you Provost before our meeting on Friday. We could invite Bruce in order to provide tailored interpretations.
Dr. Dwight C. Watson
Dean, College of Education
University of Northern Iowa

From: Bruce Rieks [mailto:bruce.rieks@uni.edu]
Sent: Monday, February 06, 2012 3:27 PM
To: Dwight Watson
Subject: PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. The is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

— Attachments: —

R&D school Breakdown_SSS_1.xlsx	27 bytes
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UNIVERSITY OF NORTHERN IOWA

R&D School Summary and Detail thru Jan 31, 2012

w. breakdown into Instruction, Teacher Prep, R&D, and Facilities

R&D School Summary

R&D School General Fund

Sales & Svcs
Transfers In - Support
Transfers In

Total Revenue

Personnel
Supplies & Svcs
Transfers Out

Total Expense

Revenue Over(Under) Expense

FY 2012	YTD	Actual	Encumbered	Actual & Encumbered	Budget Variance
Budgeted					
2,328,130	1,049,965	0	1,049,965	(1,278,165)	
3,281,001	1,923,343	0	1,923,343	(1,357,658)	
0	10,794	0	10,794	10,794	
5,609,131	2,984,102	0	2,984,102	(2,625,029)	
4,456,877	2,389,842	1,518,900	3,908,742	548,135	
1,031,560	220,531	(27,406)	193,125	838,435	
120,694	100,889	0	100,889	19,805	
5,609,131	2,711,261	1,491,494	4,202,756	1,406,375	
0	272,841	(1,491,494)	(1,218,654)	(1,218,654)	

R&D Nutrition Fund

Sales & Svcs
Transfers In - Support
Transfers In

Total Revenue

Personnel
Personnel
Supplies & Svcs
Transfers Out

Revenue Over(Under) Expense

FY 2012	YTD	Actual &	Budget
Budgeted	Actual	Encumbered	Variance
134,855	83,800	0	(51,055)
0	0	0	0
100,889	100,889	0	0
235,744	184,689	0	(51,055)
131,940	68,669	43,176	20,095
103,804	64,458	105	39,241
0	0	0	0
235,744	133,128	43,281	59,336
0	51,562	(43,281)	8,281

(misc activity no included below)

R&D Activity Fund	FY 2012 Budgeted	YTD Actual	Actual &		Budget Variance
			Encumbered	Encumbered	
Sales & Svcs	33,395	19,463	0	19,463	(13,932)
Transfers In - Support	0	0	0	0	0
Transfers In	19,805	1,613	0	1,613	(18,192)
Total Revenue	53,200	21,076	0	21,076	(32,124)
Personnel	0	3,554	0	3,554	(3,554)
Supplies & Svcs	53,200	17,566	0	17,566	35,634
Transfers Out	0	0	0	0	0
Total Expense	53,200	21,120	0	21,120	32,080
Revenue Over(Under) Expense	0	(44)	0	(44)	(44)
(misc activity no included below)					
Conferences/Workshops					
Sales & Svcs	168,250	103,091	0	103,091	(65,159)
Transfers In - Support	0	0	0	0	0
Transfers In	120,694	125,836	0	125,836	5,142
Total Revenue	288,944	228,928	0	228,928	(60,016)
Personnel	131,940	72,223	43,176	115,399	16,541
Supplies & Svcs	157,004	86,148	105	86,253	70,751
Transfers Out	0	0	0	0	0
Total Expense	288,944	158,370	43,281	201,651	87,293
Revenue Over(Under) Expense	0	70,557	(43,281)	27,277	27,277

R&D School Budget Detail

R&D School General Fund	FY 2012 Budgeted	YTD Actual	Actual &		Budget Variance
			Encumbered	Encumbered	
Sales & Svcs	2,563,874	1,049,965	0	1,049,965	(1,513,909)
Transfers In - Support	3,281,001	1,923,343	0	1,923,343	(1,357,658)
Transfers In	0	10,794	0	10,794	10,794

Total Revenue	5,844,875	2,984,102	0	2,984,102	(2,860,773)
Personnel	2,786,110	1,647,761	1,102,864	2,750,625	35,485
Supplies & Svcs	511,003	49,395	(34,406)	14,989	496,014
Transfers Out	120,694	100,889	0	100,889	19,805
Total Expense	3,417,807	1,798,045	1,068,459	2,866,503	551,304
R&D School - Ops & Maint					
Personnel	0	0	0	0	0
Supplies & Svcs	251,000	66,114	0	66,114	184,886
Transfers Out	0	0	0	0	0
Total Expense	251,000	66,114	0	66,114	184,886
R&D School - Elementary					
Personnel	0	0	0	0	0
Supplies & Svcs	5,000	5,637	0	5,637	(637)
Transfers Out	0	0	0	0	0
Total Expense	5,000	5,637	0	5,637	(637)
R&D School - Middle School					
Personnel	0	0	0	0	0
Supplies & Svcs	4,000	2,872	0	2,872	1,128
Transfers Out	0	0	0	0	0
Total Expense	4,000	2,872	0	2,872	1,128
R&D School - High School					
Personnel					
Supplies & Svcs					
Transfers Out					
Total Expense					

Total Revenue

Personnel

Supplies & Svcs

Transfers Out

Total Expense

R&D School - Ops & Maint

Personnel

Supplies & Svcs

Transfers Out

Total Expense

R&D School - Elementary

Personnel

Supplies & Svcs

Transfers Out

Total Expense

R&D School - Middle School

Personnel

Supplies & Svcs

Transfers Out

Total Expense

R&D School - High School

Personnel

Supplies & Svcs

Transfers Out

Total Expense

Personnel	0	0	0	0	0	0
Supplies & Svcs	12,000	2,466	0	2,466	9,534	
Transfers Out	0	0	0	0	0	0
Total Expense	12,000	2,466	0	2,466	9,534	
R&D School -Special Educ						
Personnel	FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance	
	196,003	71,613	49,338	120,952	75,051	
Supplies & Svcs	23,075	2,013	380	2,393	20,682	
Transfers Out	0	0	0	0	0	
Total Expense	219,078	73,626	49,718	123,345	95,733	
R&D School - Voc & Tech						
Personnel	FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance	
	0	0	0	0	0	
Supplies & Svcs	0	14	0	14	(14)	
Transfers Out	0	0	0	0	0	
Total Expense	0	14	0	14	(14)	
R&D School - Guidance Svcs						
Personnel	FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance	
	151,958	87,060	60,927	147,987	3,971	
Supplies & Svcs	2,000	1,482	265	1,747	253	
Transfers Out	0	0	0	0	0	
Total Expense	153,958	88,542	61,192	149,734	4,224	
R&D - Other Support Svcs						
Personnel	FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance	
	79,274	46,364	33,504	79,868	(594)	
Supplies & Svcs	0	95	0	95	(95)	

Transfers Out	0	0	0	0	0	0
Total Expense	79,274	46,460	33,504	79,963	(689)	
R&D - Inst & Curriculum Dev						
Personnel	0	0	0	0	0	0
Supplies & Svcs	0	4,521	80	4,601	(4,601)	
Transfers Out	0	0	0	0	0	0
Total Expense	0	4,521	80	4,601	(4,601)	
R&D School - Nursing						
Personnel	67,496	32,606	21,344	53,950	13,546	
Supplies & Svcs	2,940	912	105	1,017	1,923	
Transfers Out	0	0	0	0	0	0
Total Expense	70,436	33,518	21,449	54,967	15,469	
R&D School - Speech Path & Audi						
Personnel	19,184	9,350	7,266	16,616	2,568	
Supplies & Svcs	0	147	105	252	(252)	
Transfers Out	0	0	0	0	0	0
Total Expense	19,184	9,497	7,371	16,868	2,316	
R&D School - Ed Media Svcs						
Personnel	55,410	32,376	23,352	55,728	(318)	
Supplies & Svcs	19,134	7,275	105	7,380	11,754	
Transfers Out	0	0	0	0	0	0
Total Expense	74,544	39,651	23,457	63,108	11,436	

R&D - Technology Svcs

Personnel	127,324	72,172	52,221	124,393	2,931
Supplies & Svcs	79,680	24,235	140	24,375	55,305
Transfers Out	0	0	0	0	0
Total Expense	207,004	96,407	52,361	148,768	58,236

R&D School - Exec Admin Svcs

Personnel	135,376	0	0	0	135,376
Supplies & Svcs	5,480	1,402	150	1,552	3,928
Transfers Out	0	0	0	0	0
Total Expense	140,856	1,402	150	1,552	139,304

R&D School - Ofc of Principal

Personnel	180,069	101,992	62,306	164,298	15,771
Supplies & Svcs	4,220	13,050	3,890	16,940	(12,720)
Transfers Out	0	0	0	0	0
Total Expense	184,289	115,042	66,196	181,238	3,051

R&D School - Fiscal Svcs

Personnel	361,655	178,520	56,642	235,162	126,493
Supplies & Svcs	1,000	4,937	1,180	6,117	(5,117)
Transfers Out	0	0	0	0	0
Total Expense	362,655	183,456	57,822	241,279	121,376

R&D School - Band

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance
102,256	29,771	19,848	49,619	52,637
14,210	13,613	105	13,718	492
0	0	0	0	0
116,466	43,384	19,953	63,336	53,130

R&D School - Orchestra

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance
52,520	23,652	16,920	40,572	11,948
12,112	811	105	916	11,196
0	0	0	0	0
64,632	24,463	17,025	41,488	23,144

R&D School - Orchestra

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

R&D Activities - Student Tran

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance
3,516	1,209	0	1,209	2,307
43,100	4,341	0	4,341	38,759
0	0	0	0	0
46,616	5,549	0	5,549	41,067

R&D Athletics

FY 2012 Budgeted	YTD Actual	Encumbered	Actual & Encumbered	Budget Variance

Personnel
Supplies & Svcs
Transfers Out
Total Expense

138,726	50,791	12,367	63,158	75,568
4,556	7,762	390	8,152	(3,596)
0	0	0	0	0
143,282	58,553	12,757	71,310	71,972

R&D Athletics - O&M

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012	YTD	Actual &	Budget
Budgeted	Actual	Encumbered	Variance
0	0	0	0
11,300	7,018	0	4,282
0	0	0	0
11,300	7,018	7,018	4,282

R&D Athletics - Trans

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012	YTD	Actual &	Budget
Budgeted	Actual	Encumbered	Variance
0	4,605	0	(4,605)
25,750	420	0	25,330
0	0	0	0
25,750	5,026	5,026	20,724

R&D Nutrition Fund

Personnel
Supplies & Svcs
Transfers Out
Total Expense

FY 2012	YTD	Actual &	Budget
Budgeted	Actual	Encumbered	Variance
131,940	68,669	43,176	20,095
103,804	64,458	105	39,241
0	0	0	0
235,744	133,128	43,281	59,336
5,844,875	2,844,389	1,534,775	1,465,711

Breakdown PLS/R&D into Four Categories

Teacher			
Instruction	Prep	R&D	Facilities
2,563,874			
820,250	820,250	820,250	820,250

3,384,124	820,250	820,250	820,250
1,393,055	696,528	696,528	
511,003			
120,694			
2,024,752	696,528	696,528	-
			-
			251,000
-	-	-	251,000
5,000			
-			
5,000	-	-	-
-			
4,000			
-			
4,000	-	-	-

-	12,000	-	-	-
-	12,000	-	-	-
98,002	49,001	49,001		
23,075				
121,077	49,001	49,001	-	
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
75,979	37,990	37,990		
2,000				
-				
77,979	37,990	37,990	-	
39,637	19,819	19,819		

39,637	19,819	19,819	-
-	-	-	-
-	-	-	-
67,496			
2,940			
70,436	-	-	-
19,184			
19,184	-	-	-
27,705	13,853	13,853	
19,134			
46,839	13,853	13,853	-

63,662	31,831	31,831	
79,680			
143,342	31,831	31,831	-
67,688	33,844	33,844	
5,480			
73,168	33,844	33,844	-
90,035	45,017	45,017	
4,220			
94,255	45,017	45,017	-
180,828	90,414	90,414	
1,000			
181,828	90,414	90,414	-

102,256			
14,210			
-			
116,466	-	-	-
52,520			
12,112			
-			
64,632	-	-	-
-			
-			
-			
-	-	-	-
3,516			
43,100			
-			
46,616	-	-	-

138,726				
4,556				
-				
143,282	-	-	-	-
-				
11,300				
-				
11,300	-	-	-	-
-				
25,750				
-				
25,750	-	-	-	-
131,940				
103,804				
-				
235,744	-	-	-	-
3,557,286	1,018,295	1,018,295	251,000	5,844,875
(173,161)	(198,045)	(198,045)	569,250	-

0.5 0.25 0.25